STATE OF MARYLAND

TEACHERS' YEAR-BOOK

For the Information, Use and Guidance of Officials
and Teachers of the Public Schools of
the State of Maryland.

SCHOLASTIC YEAR 1908-1909

LB
1561
M3A3
1908/09

STATE TEACHERS COLLEGE
LIBRARY
TOWSON, MD.

State of Maryland

Teachers' Year-Book

FOR THE INFORMATION, USE AND GUIDANCE OF OFFICIALS AND TEACHERS OF THE PUBLIC SCHOOLS OF THE STATE OF MARYLAND.

Scholastic Year 1908-1909

PREPARED AND PUBLISHED BY

M. BATES STEPHENS,
State Superintendent.

B. K. PURDUM,
Assistant.

DENTON, MD.
MELVIN & JOHNSON.
1908.

A. S. Cook Library
Towson State University
Baltimore, Maryland 21204

STATE TEACHERS COLLEGE
LIBRARY

LB1561
M3A3
1908/09

Introductory.

The many words of approval of the Teachers' Year Book for 1907-1908 encourage us to believe that the material presented therein met some specific and definite needs of the average school teacher. It is our hope to make the second publication of the Year Book, which is presented herewith, more comprehensive in the presentation of special information, to the end that it may become a more useful compendium of such facts and subject-knowledge as pertain to teachers and their work, than the one issued a year ago.

An explanation in the nature of an apology will be made at this juncture. About the middle of March of the present year, the undersigned was seized with an illness, which has hindered him in the prosecution of his work, more or less, from then until the present time. While writing this foreword, he is sojourning for the summer in a sanitarium located at Battle Creek, Michigan, where he expects to regain his health. In this situation, the burden of the work in collecting data and supplying the printer with necessary copy will fall on the capable and painstaking Assistant Superintendent, Mr. Purdum. He will also have the services of several kind friends, who have expressed both a willingness and a desire to assist in whatever way they can in the prosecution of any work of the Department, while the State Superintendent's ill health prevents him from performing his customary official duties.

THE COUNTY INSTITUTE.

The progress made in the conduct of Teachers' Institutes, during the past three years, has been amazing. Those of us who were most optimistic on the subject did not even dream that this part of the educational work of the State was to go in such "leaps and bounds." It may interest teachers to learn that the "Maryland Teachers' Institute" is a very much discussed question at the meetings of the National Educational Association and in the leading summer schools of our Nation. Superintendent Cook, of Baltimore county, was the pioneer in demanding a change in Institute programs, and our other Superintendents have been quick to see the advantages of the new over the old Institute. Our teachers come to the Institute to work and to grow, and not merely to be entertained. It is this work element which has vitalized the Institute program and made the teachers busy and interested workers for one or two weeks. The indications are that this part of public school work will be even richer and more productive of rational ideas in teaching than any which have preceded.

485232

Not many joint Institutes are practicable. Those arranged to meet at Ocean City, Annapolis and Easton are entirely feasible, because of the similarity of conditions existing in the counties meeting together, the interests and advantages to teachers of the places where the Institutes are held, and the possible broader scope of work to be presented because of the pooling of the several counties' pocketbooks to defray the costs.

In our zeal to bring all that is possible to the teacher during the Institute period, let us not forget that there is a limitation on what a teacher can do in one or two weeks, and we must also keep in full view the further fact that it is a waste of time to give such instruction in methods and plans which the actual conditions of the school room make impossible to execute.

As was stated in the last Year Book, the present Institute has outgrown the purposes of the Institute Manual which was issued several years as a help to the teacher, more especially, in her preparation to take part in the Institute program.

There will be included herewith some outlines of important chapters of Bagley's "Class Room Management," which is the text of the major course (Pedagogy) of the Maryland State Teachers' Reading Circle. These outlines should be used in the meetings of the County Teachers' Association.

THE NEW SALARY SCHEDULE LAW.

Printed herewith, in the laws pertaining to teachers, is the new salary schedule law, affecting teachers whose certificates are first-class and who have taught for a certain term of years. The law is known as the "Brady Amendment," and was passed in the closing hours of the session, when there was not full opportunity to consider its defects, as well as its good points. In a general way, it is much more liberal to our teachers holding first-class certificates than was the bill as agreed upon at a conference of the County and State school officials.

Heretofore there has been such a slight difference in the amounts paid to teachers who held first, second, or third-class certificates that County Superintendents have been, in a sense, careless about the classification. It was so apparent that the second-class certificate teacher was earning even more than was paid to the first-class, that it was pardonable, at least, to be liberal in classifying the certificates. But now, we are living under a new regime. There is now a substantial difference in the minimum fixed for the poorest and that for the best teacher. Of course, the County Superintendent will make a rigid classification of certificates based on those points which tell for good teaching, viz.: scholarship; knowledge of methods; executive ability; personality, and professional skill.

This recognition extended by the General Assembly to our BEST and most EXPERIENCED teachers, an encouragement which ought to have come years ago, is by far the most favorable sign in our public school horizon. May it have the effect to hold to the work our best teachers and be the

means of attracting to the teaching sphere our best young men and young ladies! We have taken an advanced position on the question of teachers' salaries, and, with some possible modifications in the law, we must not lose what has been gained. "Eternal vigilance is the price of liberty."

SYNOPSES OF EDUCATIONAL REPORTS.

We will give as one of the topics of this pamphlet brief summaries of those educational classics known as the Reports of the Committees of Seven, Ten, Twelve and Fifteen. Every teacher should read these reports in full; but as it may not be convenient for all to do so, and appreciating the importance that the gist of each report should be read and studied by every teacher, these synopses are appended as a chapter in the present Year Book. While there is probability that these reports will be reconsidered and possibly changed in many ways, it is certain that they will remain the bases for any modification or reconstruction which representative committees of the National Educational Association may make. If the historic N. E. A. had done nothing more for the cause of popular education than to formulate these reports, which have become universal standards in the various phases of education presented through them, and which have brought about a uniformity and unification of primary, elementary and secondary school work from the Atlantic to the Pacific and from the Lakes to the Gulf, it would have proven its right to existence and demonstrated its usefulness as a potent influence in fostering public school interests. Do not fail to read the excerpts given of these classics.

THE COURSE OF STUDY.

To provide a course of study which does the most to help the child in getting the right kind of an education is the most difficult problem with which school administration has to deal. The changing conditions in our civilization, and the varying demands of community life, make it necessary to revise, from time to time, our school curriculum. This is necessary, but we must not delude ourselves into the belief that these changes should be frequent. We cannot afford to disturb the equipoise of a well regulated school by the feeling of uncertainty which the constant tinkering with a course of study engenders.

Changing from a curriculum containing ten, to one of eleven year grades is our excuse for TAMPERING with the course. A special committee, consisting of Robert H. Wright, principal of the Eastern High School, Baltimore; Edward M. Noble, County Superintendent of Caroline county, and William Perry Stedman, Department of English, Polytechnic Institute, Baltimore, held several meetings during the year for the purpose of arranging a new course of study covering eleven years, for the consideration of the State Board of Education. It is our expectation that this course will be acted upon by the State Board of Education at a meeting to be held

July 29th, 1908. If for any reason there should be unforseen delay and the same shall be omitted from the Year Book, it will be issued as a separate pamphlet and ready for distribution early in September.

Suggestions are invited from both school officials and teachers, which will aid us in making the Teachers' Year Book more valuable to teachers each succeeding year.

Respectfully submitted,

M. BATES STEPHENS,

State Superintendent.

July 10, 1908.

STATE OF MARYLAND
DEPARTMENT OF EDUCATION
ANNAPOLIS, MARYLAND

JUNE 1, 1908

State Board of Education

GOV. AUSTIN L. CROTHERS, President
M. BATES STEPHENS, Secretary
CLAYTON PURNELL, Frostburg, Allegany County
Z. P. WHARTON, Stockton, Worcester County
ROBERT C. COLE, Roland Park, Baltimore County
RUFUS K. WOOD, Sparrows Point, Baltimore County
WM. S. POWELL, Ellicott City, Howard County
THOMAS H. LEWIS, Westminster, Carroll County

State Superintendent of Public Education

M. BATES STEPHENS, Annapolis, Md.
B. K. PURDUM, Ass't, Annapolis, Md.

County School Superintendents

A. C. WILLISON,	Cumberland,	Allegany county
HARRY R. WALLIS,	Annapolis,	Anne Arundel county
ALBERT S. COOK,	Towson,	Baltimore county
JOHN T. HERSHNER, Ass't,	"	"
S. SIMPSON,	Westminster,	Carroll county
EDWARD M. NOBLE,	Denton,	Caroline county
GEORGE BIDDLE,	Elkton,	Cecil county
J. BRISCOE BUNTING,	Prince Frederick,	Calvert county
MICHAEL R. STONE,	La Plata,	Charles county
WM. P. BECKWITH,	Cambridge,	Dorchester county
*OSCAR B. COBLENTZ,	Frederick,	Frederick county
S. N. YOUNG, Ass't,	"	"
EDWARD A. BROWNING,	Oakland,	Garrett county
WOODLAND C. PHILLIPS,	Ellicott City,	Howard county
CHARLES T. WRIGHT,	Bel Air,	Harford county
MILTON MELVIN,	Chestertown,	Kent county
EARLE B. WOOD,	Rockville,	Montgomery county
FREDERICK SASSCER,	Upper Marlboro,	Prince George county
BYRON J. GRIMES,	Centreville,	Queen Anne's county
GEORGE W. JOY,	Leonardtown,	St. Mary's county
WM. H. DASHIELL,	Princess Anne,	Somerset county
NICHOLAS OREM,	Easton,	Talbot county
JOHN P. FOCKLER,	Hagerstown,	Washington county
H. CRAWFORD BOUNDS,	Salisbury,	Wicomico county
EDGAR W. MCMASTER,	Pocomoke City,	Worcester county

*After August 1st, JOHN T. WHITE.

Baltimore City

Office Cor. Madison and Lafayette Ave.

JAMES H. VAN SICKLE, Superintendent
HENRY A. WISE, Assistant Superintendent
JOHN E. MCCAHAN, Assistant Superintendent
HENRY E. WEST, Assistant Superintendent

List of Institutes, 1908-09.

County. Place of Meeting.	Date.	Visiting Superintendents.	Normal School Instructors.
Allegany	Aug. 31—	Byron J. Grimes	
Cumberland	Sept. 4	John P. Fockler	No assignment
Anne Arundel		J. Briscoe Bunting	
Annapolis	Sept. 7-11	Michael R. Stone	Thomas L. Gibson
Baltimore	Aug. 31—	A. C. Willison	
State Normal	Sept. 11	George Biddle	No assignment
Calvert		Albert S. Cook	Hannah Coale
Pr. Frederick	Oct. 12-16	Edward M. Noble	Ella V. Ricker
Caroline	Aug. 31—	Harry R. Wallis	E. D. Murdaugh
Easton	Sept. 11	W. P. Beckwith	Belle Upshur
Carroll		John T. White	Sarah E. Richmond
Westminster	Sept. 7-11	Charles T. Wright	Ida Mason Cox
Cecil		Harry R. Wallis	Thomas L. Gibson
Elkton	Oct. 26-30	H. Crawford Bounds	George W. Ward
Charles		J. Briscoe Bunting	
Annapolis	Sept. 7-11	Frederick Sasscer	Thomas L. Gibson
			Robert H. Gault
Dorchester	Sept. 28—	Edgar W. McMaster	E. D. Murdaugh
Cambridge	Oct. 2	Frederick Sasscer	Camilla J. Henkle
Frederick	Aug. 31—	Byron J. Grimes	
Frederick	Sept. 4	George W. Joy	No assignment
Garrett		Charles T. Wright	Minnie L. Davis
Oakland	Sept. 7-11	John P. Fockler	Lillian L. Thorpe
Harford	Aug. 31—	George Biddle	Thomas L. Gibson
Bel Air	Sept. 4	George W. Joy	Minnie L. Davis (2 days)
			W. J. Holloway
Howard		Edward M. Noble	Sarah E. Richmond
Ellicott City	Oct. 19-23	Milton Melvin	Robert H. Gault
Kent		Nicholas Orem	Mary H. Scarborough
Chestertown	Sept. 7-11	John T. White	Mary E. Ford
Montgomery	Aug. 31—	Milton Melvin	Sarah E. Richmond
Rockville	Sept. 4	S. N. Young	Florence A. Snyder
Prince George		John T. Hershner	
Annapolis	Sept. 7-11	Joseph Meredith	Thomas L. Gibson
		Albert S. Cook	
Queen Anne		Nicholas Orem	Herbert E. Austin
Centreville	Oct. 19-23	Milton Melvin	Hannah Coale
Somerset	Aug. 24—	Edward A. Browning	
Ocean City	Sept. 4	Woodland C. Phillips	No assignment
St. Mary's		A. C. Willison	
Annapolis	Sept. 7-11	W. H. Dashiell	Thomas L. Gibson
		Edgar W. McMaster	
Talbot	Aug. 31—	Dr. S. Simpson	E. D. Murdaugh
Easton	Sept. 11	Earle B. Wood	Belle Upshur
		Earle B. Wood	
Washington	Sept. 28—	Wm. H. Dashiell	Mary H. Scarborough
Hagerstown	Oct. 2	H. Crawford Bounds	
Wicomico	Aug. 24—	W. P. Beckwith	
Ocean City	Sept. 4	Woodland C. Phillips	No assignment
Worcester	Aug. 24—	Dr. S. Simpson	
Ocean City	Sept. 4	Edward A. Browning	No assignment

NOTE: Somerset, Wicomico and Worcester counties will hold a joint Institute at Ocean City. Prince George, Anne Arundel, Charles, and St. Mary's counties will meet jointly at Annapolis, and Caroline and Talbot counties will hold a joint Institute at Easton.

Institute Instructors.

RECOMMENDED BY THE STATE SUPERINTENDENT.

Charles H. Albert, Ph. D., Principal State Normal, Bloomsburg, Pa. —Practical Pedagogy.

Joseph H. Apple, A. M., President Woman's College, Frederick, Maryland—Application of Psychology to Teaching.

Samuel A. Baer, Ph. D., Harrisburg, Pa.—School Management.

Richard Gause Boone, Ph. D., Long Beach, Cal., Editor of "Education"—General Educational Topics.

Sarah C. Brooks, M. A., Principal Teachers' Training School, Baltimore, Maryland—Primary Methods and Construction Work.

Martin G. Brumbaugh, Ph. D., Superintendent of the Schools of Philadelphia, Pa.—Psychology and Pedagogy.

James E. Carroll, A. M., Superintendent of Kent County Free Schools, Dover, Del.—Class-room Management.

Alexander Chaplain, Ped. D., late Superintendent Talbot County (Maryland) Schools—School Management.

Isabel A. Coffin, A. M., (Graduate N. Y. Teachers' College), 237 W. Forty-fourth street, New York—Art Studies.

Isobel Davidson, Primary Supervisor Baltimore County Schools, Towson, Maryland—Primary Subjects and their Methods.

M. Louise Edwards, Lecturer, Reader, Teacher, 131 Windermere Ave., Waverly, Maryland—Interpretive Expression, Literature, English, Vocal Culture.

D. D. Fess, Ph. D., General Lecturer, Chicago University—Department of History and Physics.

J. Montgomery Gambrill, Head of Department of History, Polytechnic Institute, Baltimore—History.

Charles B. Gilbert, Ph. D., Author and Lecturer, 1170 Broadway, N. Y.—General Pedagogy and English.

Francis H. Green, A. M., Department of English, West Chester, Pa., Normal—English Grammar and Literature.

C. H. Gordinier, Ph. D., Department of English, Shippensburg, Pa., State Normal—English and School Management.

G. Clinton Hanna, President Bedford Institute, Shelbyville, Tenn.—School Management.

Mari Ruef Hofer, Teachers' College, New York, Extension Teacher, Columbia University—Music and Games.

E. Oram Lyte, Ph. D., Principal Millersville (Pa.) Normal School—English and School Government.

(Miss) Marion Mackenzie, B. S., 4816 Florence Ave., West Philadelphia—Nature Subjects.

A. S. Mayre, Lecturer on Shakspere, 1526 29th street, N. W., Washington, D. C.

Nan L. Mildren, Primary Supervisor Frederick County (Md.) Schools, Frederick—Primary Teaching.

Frank M. McMurry, Ph. D., Teachers' College, Columbia University, N. Y.—Geography, History and School Curricula.

Cap. E. Miller, Sigourney, Iowa—Elementary Agriculture In Our Public Schools.

Lelia E. Patridge, Laurel Springs, N. J.—Methods and School Management.

Leon C. Prince, Carlisle, Pa.—Lectures on Popular Topics.

Dr. Phillips, Principal West Chester (Pa.) Normal School—General Pedagogy.

(Mrs.) M. Landon Reed, 1604 K street, N. W., Washington, D. C.—The Culture of the Body and the Art of Expression.

Nathan C. Schaeffer, State Superintendent of Instruction, Harrisburg, Pa.—"Thinking and Learning to Think."

David Eugene Smith, Ph. D., Teachers' College, Columbia University, N. Y.—Mathematics.

Levi Seeley, Ph. D., New Jersey State Normal School, Trenton, N. J. (482 W. State St.)—General Methods and History of Education.

Paul Strayer, Ph. D., Columbia University, N. Y.—School Subjects and their Methods.

Lida E. Tall, Teachers' Training School, Baltimore—Arithmetic.

George W. Twitmyer, Ph. D., Superintendent Wilmington (Del.) Schools—School Management.

Orson L. Warren, Elmira, N. Y.—Penmanship, Biography and History.

Henry S. West, Ph. D., Assistant Superintendent Baltimore City Schools—English.

Robert H. Wright, A. M., Principal Eastern High School, Baltimore—History.

A. Duncan Yocum, Ph. D., Head of Department of Pedagogy, University of Pennsylvania, Philadelphia—Pedagogy.

PUBLIC HIGH SCHOOLS—Approved by the State Board of Education.

NOTE—The schools in this list have been inspected, recommended by the State Superintendent, and approved by the State Board of Education; they complete satisfactorily the curriculum prescribed by the State Board, and graduates may enter the normal course of the State Normal School.

Number	County	Name and Location of School	Name of Principal	Salary of Principal	No. Teachers	Salary of Assistants	No. Pupils Enrolled			No. Mos. Open
							Male	Female	Total	
1	Allegany	Allegany Co. (Cumberland)	Howard C. Hill	1200	6	500–800	61	141	202	9
2	"	Central (Lonaconing)	Arthur F. Smith	1050	3	400–550	17	55	72	9
3	"	Beall (Frostburg)	Olin R. Rice	1050	3	400–550	23	41	64	9
4	"	Westernport (Westernport)	O. H. Bruce	1050	2½	400–550	10	32	42	9
5	Anne Arundel	Annapolis (Annapolis)	Andrew J. English	1000	4	500	46	84	130	10
6	Baltimore	Catonsville (Catonsville)	E. G. Comegys	1250	3	600–750	40	56	96	10
7	"	Franklin (Reisterstown)	H. H. Murphy	1250	4	600–750	61	70	131	10
8	"	Towson (Towson)	Arthur C. Crommer	1250	3	600–750	34	51	85	10
9	Caroline	Caroline Co. (Denton)	W. H. Hake	800	2	400–500	16	41	57	9
10	Carroll	Westminster (Westminster)	Geo. F. Morelock	900	2½	400–600	22	46	68	9
11	Cecil	Cecil Co. (Elkton)	N. W. Cameron	1000	4	450–500	29	55	84	9
12	"	North East (North East)	E. B. Fockler	1000	2	450–500	15	33	48	9
13	"	Chesapeake City (Chesa. City)	Hugh W. Caldwell	900	2	450	19	26	45	9
14	"	Cecilton (Cecilton)	Lelia N. McCoy	600	2	500	9	22	31	9
15	Dorchester	Cambridge (Cambridge)	D'Arcy C. Barnett	1000	5	450–600	57	78	135	10
16	Frederick	Boys' High (Frederick)	Amon Burgee	1000	2	750	57		57	9½
17	"	Girls' High (Frederick)	Jno. T. White	1000	3	550–650		58	58	9½
18	"	Middletown (Middletown)	R. E. Kieeny	800	2	440	18	19	37	9½
19	Garrett	Oakland (Oakland)	Morris K. Turner	750	3	575–660	29	20	49	7½
20	Harford	Bel Air (Bel Air)	H. P. Porter	1200	3	550–800	22	29	51	10
21	"	Hav. de Grace (Hav. de Grace)	C. H. Dye	1200	2	550–800	23	43	66	10
22	Howard	Ellicott City (Ellicott City)	Thos. L. Gladden	750	2	500–550	14	11	25	9½
23	Kent	Chestertown (Chestertown)	Jefferson L. Smith	1000	3	360 500	22	37	59	9½
24	"	Rock Hall (Rock Hall)	J. A. Greenwood	800	4	360–500	23	30	53	9½
25	Montgomery	Montgomery Co. (Rockville)	Cooke D. Luckett	1100	2	800	26	26	52	9
26	Prince George's	Laurel (Laurel)	Roger I. Manning	1000	3½	400–600	33	49	82	9
27	"	Surratts (Clinton)	E. L. Burroughs	500	2	400–425	14	16	30	9
28	Queen Anne's	Centreville (Centreville)	James B. Noble	900	3	500–550	16	40	56	9½
29	Somerset	Washington (Princess Anne)	Geo. H. Myers	810	2	525	12	16	28	9
30	"	Crisfield (Crisfield)	Fred'k H. Gardner	810	2	525	12	30	42	9
31	Talbot	Easton (Easton)	Sydney S. Handy	1100	4	420–520	113	139	252	9
32	"	Oxford (Oxford)	Nellie R. Stevens	675	2	360–440	48	59	107	9
33	"	St. Michaels (St. Michaels)	H. E. Adams	825	3	380–500	51	54	105	9
34	"	Trappe (Trappe)	Addison J. Beane	675	2	350–390	26	33	59	9
35	Washington	Wash'ton Co. Male (Hagerst'n)	C. Edwin Carl	1100	4	900	110		110	9½
36	"	Wash'ton Co. Female "	J. B. Houser	1000	3	400–525		130	130	9½
37	Wicomico	Salisbury (Salisbury)	J. W. Huffington	970	6	560–630	38	85	123	9
38	Worcester	Snow Hill (Snow Hill)	A. C. Humphreys	810	2	324–396	14	29	43	9
39	"	Buckingham (Berlin)	Nettie B. Carey	720	2	396	9	33	42	9
40	"	Pocomoke City (Pocomoke Cy)	E. Clark Fontaine	810	3	320–396	22	66	88	9
41	"	Stockton (Stockton)	John S. Hill	700	2	300–324	15	22	37	9

485232

Report of the State Superintendent on Manual Training and Colored Industrial Schools

FOR YEAR ENDING JULY 31, 1908.

NO.	County.	Name of School.	Name of Instructor.	Amt. of State Appropriation.	Treasurer of County School Board to whom Appropriation is payable.	Treasurer's Address.
M. T.						
1.	Allegany	M.T.Dept. Allegany H. S.	Myron E. Bailey	$1500	A. C. Willison	Cumberland
2.	Anne Arundel	" Annapolis H. S.	A. Garey Lambert	1500	Harry R. Wallis	Annapolis
3.	Baltimore	" Sparrows Point S.	D. Fred. Shamburger L. F. Magness, Asst.	1500	Albert S. Cook	Towson
4.	Caroline	" Caroline Co. H. S.	Anna W. Thatcher	1500	E. M. Noble	Denton
5.	Carroll	" Westminster H. S.	Everett A. Heidey	1500	S. Simpson	Westminster
6.	Cecil	" Cecil Co. H. S.	Carroll Edgar	1500	George Biddle	Elkton
7.	Charles	" McDonough S.	A. M. Isaiogle	1500	M. R. Stone	La Plata
8.	Dorchester	" Cambridge H. S.	Albert L. Farver	1500	W. P. Beckwith	Cambridge
9.	Frederick	" Boyds H. S.	Spencer C. Stull	1500	John T. White	Frederick
10	Garrett	" Oakland H. S.	H. A. Loraditch	1500	E. A. Browning	Oakland
11.	Harford	" Harve de Grace H.S.	R. W. Strawbridge	1500	Chas. T. Wright	Bel Air
12.	Howard	" Ellicott City H. S.	Herbert M. Lippey	1500	W. C. Phillips	Ellicott City
13.	Kent	" Chestertown H. S.	Owen C. Blades	1500	Milton Melvin	Chestertown
14.	Montgomery	" Montgomery H. S.	Wilson T. Ward	1500	Earle B. Wood	Rockville
15.	Prince George	" Laurel H. S.	James G. Boss	1500	Fred'k Sasscer	Upper Marlboro
16.	Queen Anne	" Centreville H. S.	John T. Bruehl	1500	B. J. Grimes	Centreville
17.	Somerset	" Crisfield H. S.	Herbert A. Lawson	1500	W. H. Dashiell	Princess Anne
18.	Talbot	" Easton H. S.	Gertrude J. Weidner Nora D. Benson	1500	Nicholas Orem	Easton
19.	Washington	" Hagerstown H. S.	Luther Forsythe	1500	John P. Fockler	Hagerstown
20.	Wicomico	" Wicomico Co. H. S.	Kate Van Cleve	1500	H. C. Bounds	Salisbury
21.	Worcester	" Snow Hill H. S.	L. Jas. Kelley	1500	E. W. McMaster	Snow Hill
C. I.						
1.	Allegany	Col.Ind.Dept. Cumberland C.S.	J. W. Onion	1500	A. C. Willison	Cumberland
2.	Anne Arundel	" Annapolis C. S.	Geo. R. Thomas Estelle V. Kennedy	1500	H. R. Wallis	Annapolis
3.	Baltimore	" Catonsville C. S.	Bertha D. Boyle	1500	A. S. Cook	Towson
4.	Caroline	" Denton C. S.	J. C. Briscoe Lucretia Kennard	1500	E. M. Noble	Denton
5.	Cecil	" Elkton C. S.	Daisy H. Cuney	1500	George Biddle	Elkton
6.	Frederick	" Frederick C. S.	Wm. O. Wilson Louise Thomas	1500	Jno. T. White	Frederick
7.	Talbot	" Easton C. S.	Nellie E. Turner Mary A. Stewart	1500	Nicholas Orem	Easton
8.	Washington	" Hagerstown C. S.	Samuel E. Ford Beatrice Carroll	1500	Jno. P. Fockler	Hagerstown
9.	Wicomico	" Salisbury C. S.	Phineas E. Gordy	1500	H. C. Bounds	Salisbury

Course of Study for Normal Schools in Maryland.

Adopted by the State Board of Education, June, 1908.

The course of study required by all who would obtain a Normal School Diploma in Maryland covers two years and is designated, THE NORMAL COURSE. To enter that course a student must hold a certificate from an approved High School in Maryland, or pass examinations on a course equivalent to that pursued in such High Schools, or complete the course herein laid down and designated, THE ACADEMIC COURSE.

The Academic Course covers two years and to enter the first year of that course a student must have completed the Eighth Grade in the Public Schools of Maryland, according to the schedule adopted by the State Board of Education, or pass examinations equivalent to that.

ACADEMIC COURSE.

First Year.	1st Term.	2nd Term.
ENGLISH—Compostion and Rhetoric	3	3
HISTORY—Ancient and Medieval	3	3
MATHEMATICS—Algebra	5	5
SCIENCE—Physical Geography	5	
Botany		5
LATIN—First Latin Book (Completed)	5	
Caesar		5
ART—Drawing. Vocal Music. Elocution. Manual Training. Physical Training. Each one period a week	5	5
	26	26

Second Year.	1st Term.	2nd Term.
ENGLISH—Composition and Rhetoric	3	3
Studies in English Literature with weekly Essays.		
HISTORY—Modern History	3	3
MATHEMATICS—Plane and Solid Geometry	5	5
Book-Keeping (8 weeks).		
SCIENCE—Physics	5	
Chemistry		5
LATIN—Cicero	5	
Virgil		5
ART—Drawing. Vocal Music. Elocution. Manual Training. Physical Training. Each one period a week.	5	5
	26	26

NORMAL COURSE.

Junior Year.	1st Term.	2nd Term.
PEDAGOGY—Art of Teaching	5	
Psychology		5
Review of Elementary Studies:		
Grammar	5	
History		5
Observation in Model School	5	5
ENGLISH—History of English Literature	3	3
Studies in English Literature with weekly Essays.		
HISTORY—Civil Government		5
SCIENCE—Physiology, with elementary studies in Zoology	5	
ART—Drawing. Vocal Music. Elocution. Manual Training. Physical Training. Each one period a week	5	5
	28	28

SENIOR YEAR.	1st Term.	2nd Term.
PEDAGOGY—Psychology	3	
Principals of Teaching		3
School Management and School Law	5	
History of Education	3	
Review of Elementary studies:		
Geography	5	
Arithmetic		5
Practice Teaching in Model School (Each member of the Class must teach 45 minutes daily for twenty weeks, to be followed by critique)	5	5
SCIENCE—Nature Study		5
HISTORY—Constitution of U. S. and of Maryland. Maryland Teachers' Manual		3
ART—Vocal Music. Elocution. Each one period a week	2	2
	23	23

Laws and By-Laws Pertaining to Teachers.

ARTICLE VI.

TEACHERS.

1. Every teacher on his first appointment and before entering on the duties of his office shall take the following oath of office, a copy of which shall be kept in the office of the County School Board:

I,....., having been appointed a teacher in the public school of.....County, State of Maryland, do swear (or affirm) that I will obey the School Law of the State of Maryland and all rules and regulations touching my position as teacher, passed in pursuance thereof by the proper authority; that I will, to the best of my skill and judgment, diligently and faithfully, without partiality or prejudice, discharge the duties of a teacher, in the public schools of said county, including attendance on teachers' institutes and associations when legally called thereto, and will honestly and correctly make quarterly and other reports when required by law or the school authorities of said county to do so.

.....Teacher.

State of Maryland.....County to wit:
Sworn (or affirmed) before the subscriber.....
....
by....., teacher, who in my presence has thereto set.....name this.....
day of.....19....

2. It shall be the duty of teachers to have the schoolrooms swept, dusted and ventilated every day, and warmed when necessary, at least fifteen minutes before the hour of opening, and to see that the house is kept clean and comfortable at all times. They shall organize and conduct their schools according to the schedule in Article VIII, Section 7, and shall give their undivided attention to the pupils during the whole of the school hours. Pupils and teachers are prohibited from using tobacco in any form on the school premises during school hours.

3. They shall keep a record of the daily attendance of themselves and of each pupil in the register provided for that purpose. This register shall be preserved in good condition and submitted to the inspection of the County Superintendent, the Trustees and the Commissioners, whenever desired.

4. They shall make a term report to the School Board (on forms provided for that purpose, and approved by the State Board), and shall fill up accurately all the blanks, so far as applicable to each particular school. They shall swear or affirm to this report before a Justice of the Peace or a School Commissioner, if required by the By-Laws of the

County School Board; they shall have it endorsed by at least two School Trustees; and shall deliver it to the County Superintendent at least three days before the stated quarterly meeting of the Board.

5. No teacher shall receive payment for services until the registers are properly filled up, and reports made and delivered as required by law

6. No person shall act as a substitute for a teacher unless holding a teacher's certificate, and then only with the written consent of the Trustees, which shall be filed with the teacher's report. In case a disqualified person act as substitute, no salary shall be paid for that time.

7. For each day's absence from school, without good and sufficient reasons, which reasons shall be stated in the quarterly report, the teacher shall forfeit the proportionate amount of salary; but no deduction shall be made by the Board for sickness not exceeding three days in one term. Time lost shall not be made up by teaching on Saturdays or legal holidays, or at extra hours. The days of absence shall be noted in the quarterly report; and the cause of absence for each day.

8. Every teacher shall keep an account of the books belonging to the school furnished each pupil for use, and shall require the return of the same when the child leaves school. Teachers will be held responsible for the safe-keeping and good condition of the books and stationery belonging to the schools.

9. Any teacher who shall refuse to vacate his school when legally notified of his suspension or dismissal by the Trustees or County School Board, shall forfeit all claim for compensation for services during the term in which such suspension or dismissal shall take place, and be thereafter ineligible to any school under the control of the Board, unless reinstated by the County School Board.

10. Every teacher shall furnish to the County School Board an inventory of the books and stationery belonging to the Board which are in the school at the expiration of each school year.

11. All contracts with teachers shall be in writing, and shall be signed by the Board of District School Trustees, or a majority of them, and by the teacher. Said contracts shall be submitted to the Board of County School Commissioners for confirmation, and shall not be valid unless confirmed.

12. If a teacher wishes to vacate his school, thirty days' notice in writing must be given to the Trustees and also to the County School Board, except in cases of emergency, of which the School Board must judge. If any teacher leaves without giving such notice, he shall forfeit the salary already accrued for the current term.

13. Immediately on the termination of the scholastic year, or on the teacher's vacating the school, he shall secure the schoolhouse, and shall deliver the keys thereof and all school property in his charge to the Chairman of the Board of District Trustees or to one of the School Commissioners, taking a receipt therefor.

14. No person is eligible to appointment as teacher or substitute without having one of the several certificates to teach as enumerated in Section

6 of Article VII. The minimum legal age of men teachers is 19 years; of women teachers, 18 years.

15. Teachers shall attend the Teachers' Institute and County and District Teachers' Association when ordered by the proper authority, under such penalty as the Board of County School Commissioners may prescribe.

16. Every teacher is expected and required to make himself acquainted with the By-Laws, Rules and Regulations of the State Board of Education, and of the Board of School Commissioners of his county, and to bear in mind that by accepting employment he voluntarily undertakes to discharge the duties imposed or implied therein. Any voluntary neglect or violation of said By-Laws is therefore a breach of contract, and may lead to termination of the engagement or to the annulment of his certificate.

17. The Principal Teacher of every school, when the appointment has been confirmed by the County School Board, is *ex-officio* the Secretary of the Board of District School Trustees. He shall keep an accurate record of the proceedings of each meeting in an appropriate record book, which shall be inspected by the County Superintendent when visiting the schools.

ARTICLE VII.

TEACHERS' CERTIFICATES.

1. The issuing, grading and renewal of certificates of qualification as Public School Teachers, to persons applying for same in any county, are in the discretion of the County Superintendent under the provisions of law.

2. The certificates issued by each County Superintendent shall be numbered and registered in a book provided for that purpose, and shall be arranged by the County Superintendent, under the sanction of the County School Board, as First Grade, First Class; First Grade, Second Class; Second Grade, First Class; Second Grade, Second Class; and Second Grade, Third Class. The grade shall be determined as required by law, by the scholastic qualifications of the Teacher; but the class shall be determined by the professional ability and skill of the Teacher as exhibited in the schoolroom, and observed and vouched for by the County Superintendent. Certificates issued by the Principal of a State Normal School, or the Normal Department of Washington College, shall be subject to the same provisions. When the diplomas of graduates of the State Normal Schools, or the Normal Department of Washington College, shall have affixed to them the Seal of the State Board of Education they shall be accepted as First Grade, First Class certificates.

3. Certificates of the First Grade shall certify that the Teacher has been examined in Orthography, Reading, Writing, Arithmetic, Geography, United States and General History, English Grammar, Bookkeeping, Algebra, Natural Philosophy, Physiology, Plane Geometry (four books), National and State Constitutions, Theory and Practice of Teaching, and the Laws and By-Laws of the Public School System of Maryland; and those of the Second Grade shall certify that the Teacher has been examined in Orthography, Reading, Writing, Arithmetic, Georgraphy, United States History, History of Maryland, English Grammar, Constitutions of

United States and Maryland, Algebra (to Quadratics), Theory and Practice of Teaching, Physiology, and the Laws and By-Laws of the Public School System of Maryland.

4. A certificate valid for life or during good behavior may be granted, by the State Board of Education, to Teachers who shall have fulfilled the following conditions:

(a) The applicant must hold a first-class certificate.

(b) He or she must have been a Teacher for seven years, of which five shall have been spent in Maryland.

(c) He or she must have the unanimous recommendation of the Board of School Commissioners of the county where the applicant is a Teacher.

(d) He or she must give satisfactory proof of a liberal education and of professional study.

(e) If required, the applicant must pass a satisfactory examination before the State Board of Education.

5. There shall be held annually on Thursday, Friday and Saturday, next succeeding the date of the regular quarterly meeting of the State Board of Education in the month of August, an examination for State or Life Certificates, which examination shall embrace the subjects of the Normal Course of the Normal School Curriculum. The place for holding the examination will be in Annapolis in the office of the Department of Education. The questions for this examination shall be prepared by the State Superintendent, subject to the approval of the State Board of Education, and conducted by said Superintendent, with such assistance as may be given him by the State Board of Education.

6. No person shall be employed as a Teacher in the Public Schools of Maryland unless such a person shall hold:

(a) A certificate issued by the County Superintendent where he or she proposes to teach.

(b) A certificate from a Principal of a State Normal School or of the Principal of the Normal Department of Washington College.

(c) A diploma of a State Normal School of Maryland or of the Normal Department of Washington College.

(d) A Normal School diploma of another State endorsed by the State Superintendent of Public Education.

(e) A certificate from the State Board of Education.

ARTICLE VIII.

SCHOOLS.

1. The Course of Study for Elementary Schools, which embraces the subjects required to be taught in every District School, shall be followed as outlined and given in Section 7 of this Article; and the curriculum for High Schools as given in Section 7 of this Article shall be followed in the grades of the High Schools.

2. The school year of ten months shall be divided into four terms as nearly equal as possible, to be called the fall, winter, spring and summer terms, respectively.

3. School shall be open daily, five days in each week, and for six hours each day. The hours each day, unless otherwise ordered by the School Commissioners, shall be from 9 A. M. to 12 M., and from 1 to 4 P. M. The younger pupils may be required to attend during a shorter daily session at the discretion of the teacher and with the consent of the County Superintendent. No school shall be in session on Saturday, Sunday, or on any of the following holidays, viz.: Thanksgiving Day, the 24th of December to the 1st of January (both inclusive), the Friday before Easter and the Monday after Easter, the whole months of July and August, and the days designated for the holding of the Annual Teachers' Institute. These vacations and holidays are obligatory on all schools. Election days and Decoration day may each be declared a holiday at the discretion of the Board of County School Commissioners.

4. There shall be a public examination of the pupils in each school twice a year, to which parents and school officers shall be invited, and the examination shall be reported to the School Board.

5. The teacher of any school may order the following articles for the comfort, convenience and security of the school when not otherwise provided for by the County School Board, viz.: fuel (ax and saw if needed), water bucket, drinking cup, wash basin, soap, towel, window lights and fastenings, door locks, all of which shall be paid for by the teacher and charged among the incidental expenses of the school, provided that vouchers shall be given for every expenditure. The teacher shall be responsible for the due care and right use of such articles, and any loss arising from neglect or waste shall be charged against his salary.

6. The rules adopted by any Principal Teacher for the government of his school, with the consent of the County Superintendent and the Board of District Trustees, and not at variance with the school law, the By-Laws of the State Board or the By-Laws of the County School Board, shall be carefully observed by all pupils and assistant teachers under his authority.

TEACHERS' SALARIES.

(Chapter 635, Acts 1908).

Section 122½. That all white teachers holding a first-class teachers' Certificate and having taught for a period of three years in any of the Public Schools of the State of Maryland, shall receive as a salary not less than $350 per annum, and provided further that if such teacher holds a first-class certificate and has taught in the public schools of Maryland for a period of five years, he or she shall receive as a salary not less than $400 per annum; and provided further that if a teacher holds a first-class certificate and has taught in the public schools of Maryland for a period of eight years he or she shall receive as a salary not less than $450 per annum, and provided that if a teacher holds a second-class certificate and has taught in the public schools of Maryland for a period of eight years he or she shall receive as a salary not less than $350 per annum and the County Commissioners of the several Counties shall levy a sufficient amount to meet the increase of salaries provided for in this Act.

CERTIFICATION OF TEACHERS.

(Chapter 635, Acts of 1908).

122 E. Any graduate of the department of pedagogy, of any reputable college or university, maintaining a department of pedagogy that has been approved by the State Board of Education of Maryland, shall be entitled to teach in the public elementary or high schools of the State of Maryland without examination. The diploma of said graduate shall be rated as a first grade teachers' certificate and be subject to classification by the County Superintendent of the county in which said graduate may be employed to teach.

TEACHERS' PENSIONS.

(Chapter 605, Acts 1908).

Section 58. Whenever any person in this State has taught in any of the Public or Normal Schools therof twenty-five years, and has reached the age of sixty years, and his or her record as such teacher has been without reproach, and by reason of physical or mental disability or infirmity is unable to teach longer, and who, moreover, is without the means of comfortable support, the said teacher may lay his or her case before the State Board of Education, supported in all cases by the recommendation of the Board of County School Commissioners of the county in which said teacher has last taught, and the said Board shall proceed to consider the same, and if the facts are found as above stated, the said teacher shall be placed on a list, a record of which shall be kept by the said board, to be known as the Teachers' "Retired List," shall be on or before the first day of October of each and every year, certified to by said board to the Comptroller of the Treasury of the State; and every person so placed upon said retired list shall be entitled to receive a pension from the State of two hundred dollars per annum, to be paid quarterly by the Treasurer of this State, upon the warrant of the Comptroller, so long as the said pensioner is without other means of comfortable support, provided that after October 1, 1907, any person whose name is placed on said list for the first time shall receive pay from the day of approval of application by the State Board of Education. That the sum of twenty-five thousand dollars per annum, or so much thereof as may be necessary, is hereby appropriated out of any moneys in the Treasury not otherwise appropriated to carry into effect the provisions of this Act.

Teachers' Life Certificates.

The applicant for a Life Certificate must hold a first-class certificate, must have been a teacher seven years, of which five have been spent in Maryland, and must have the unanimous recommendation of the Board of School Commissioners of the county where the applicant is a teacher.

Examinations to test the general and professional scholarship of candidates for Life Certificates are given at the State Department of Education, under the direction of the State Superintendent of Public Education. They are held annually, the date being determined as follows: The State Board of Education meets on the last Wednesday of August, and the examinations are held on the Thursday, Friday and Saturday next succeeding. For example, the examinations occur in 1906 on August 30, 31, and September 1; in 1907, on August 29, 30, 31.

The examinations will be for the purpose of testing the applicant's attainments in the subjects rather than knowledge of particular books. Satisfactory preparation in the various subjects can be made from any standard text books of recent date, but to indicate the standards and offer a suggestive guide the following list of books is subjoined:

PEDAGOGY:

History of Education. Kemp, Seeley or Painter (revised edition).
Talks to Teachers on Psychology. James.
Classroom Management. Bagley.
Principles of Teaching. Thorndyke.

HISTORY:

American History, a secondary text. Adams and Trent. Hart's Essentials, Channing's or Montgomery's Students', or Larned.
General History. Myers' Ancient, and Myers' Medieval and Modern (revised editions).

ENGLISH:

Grammar. Buehler, Hyde, Maxwell, or Mother Tongue.
Composition and Rhetoric. Herrick and Damon.
History of English Literature. Simonds, Newcomer, or Moody and Lovett.
History of American Literature. Trent, Matthews, or Newcomer.

SCIENCE:

Physics. Millikan and Gale, or Hoadley.
Geography, Tarr and McMurry, Dodge, or Frye.
Nature Study and Life. Hodge.

MATHEMATICS:

Arithmetic. Smith or Milne.
Algebra. Wentworth, Milne, or Wells.
Geometry. Plane. Wentworth or Milne.

LATIN GRAMMAR:

Allan and Greenough.

The examination in these subjects will be taken up in order, as many as possible being taken each day.

Candidates for examination should file proper credentials at least three days before the time for the examination to begin.

There are two classes of life certificates—first and second grade. Teachers who hold first class, second grade certificates, and who meet all the requirements of the law may apply for a second grade life certificate.

Washington's Birthday.

February 22d, 1909.

SUGGESTIVE PROGRAM.

1. Song—Our Country.
2. Reading—Washington (John Fiske).
3. Recitation—Selected.
4. Song—God Bless Our Fatherland.
5. Essay—Our Country in Washington's Time and Now.
6. Recitation—Selected.
7. Debate—Comparison of Washington and Napoleon.
8. Recitation—Selected.
9. Remarks by Teacher or Patron.
10. Closing Song—Selected.

WASHINGTON—(John Fiske).

American youth know that Washinton captured Cornwallis, made a brilliant retreat after the battle of Long Island and worried and fretted the British armies into exhaustion during a seven years' war. They also know that he was President twice and declined to become President a third time. There are not many who know that the only time tears were seen in his eyes was at the close of the war, when his army, encamped upon the banks of the Hudson, was about to be disbanded. There were men in his army who were fearful that the ambitions and jealousies of some of those who had been of influence during the Revolution would attempt to gain great personal power. There were others who believed that there would be established in America a constitutional monarchy modeled after that of Great Britain. The nation, as we now know it, was a government yet to be created.

So a company of officers—men having influence—having talked this matter over, agreed to go to Washington, ask him to accept the crown of empire and to promise him the support of the army in thus establishing a personal throne. When they approached Washington, he thought that as friends they had come to him for counsel. He was in a happy frame of mind that morning. The war had ended victoriously, and he had already been in consultation with Hamilton respecting the form of civil government which the now free colonies should undertake.

They offered him the crown in but a single sentence. A few years before, across the river, Washington, being seated at breakfast, had been approached by an officer, who told him that Benedict Arnold had fled after an attempt to betray West Point into the hands of the British. The news was appalling, for he had admired Arnold's splendid courage and loved the man. Yet so great was his self-command, so superb his capacity for controlling emotion, so thoroughly had he schooled himself to face adver-

sity with calmness, that those about him only saw a look of sad sternness come to his countenance as he uttered the now historic words, "Whom can we trust?"

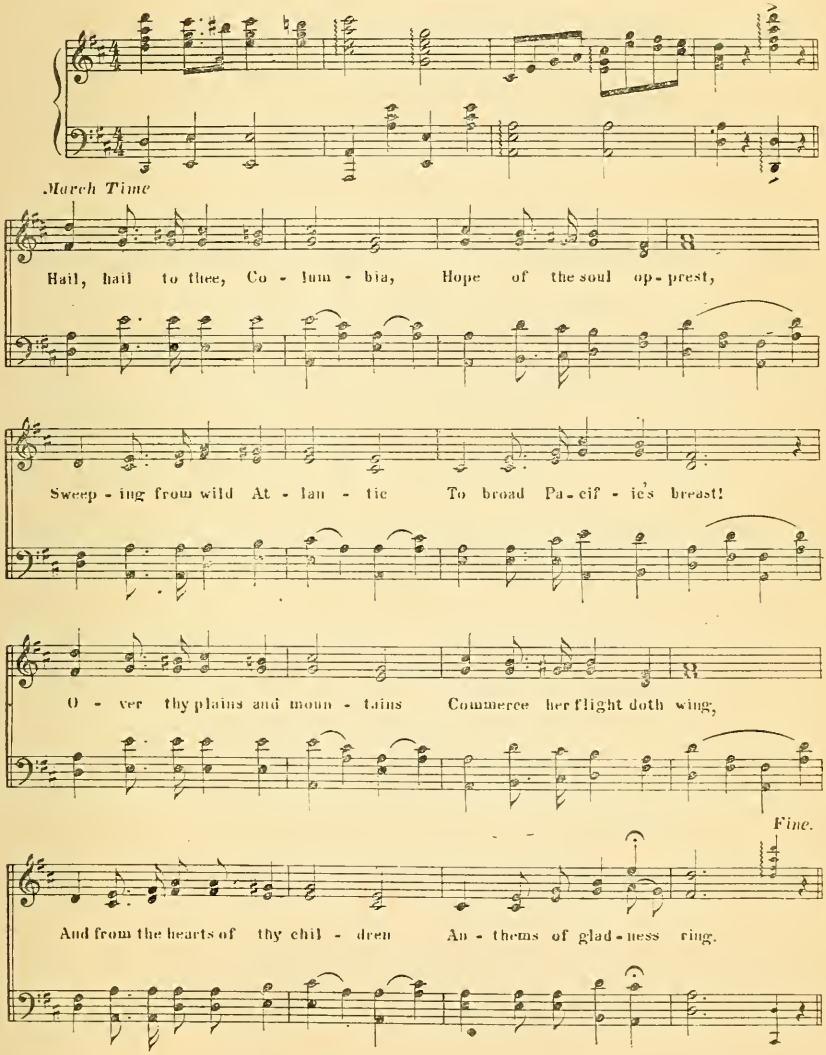
But when these officers proposed to him the empire, and tried to put the sceptre in his hands, Washington broke down. There was sorrow and there was anger in his countenance and in his manner. Tears came to his eyes, and, when he dismissed them with a sad gesture and only a brief word, these men realized that Washington had been shocked and grieved that it could have entered their hearts that he could for one moment have regarded an empire as possible, or could have fought through those seven years that he might himself attain the throne. In his actions Washington not only revealed his moral greatness, but made it impossible that a monarchy could ever be established in the United States.

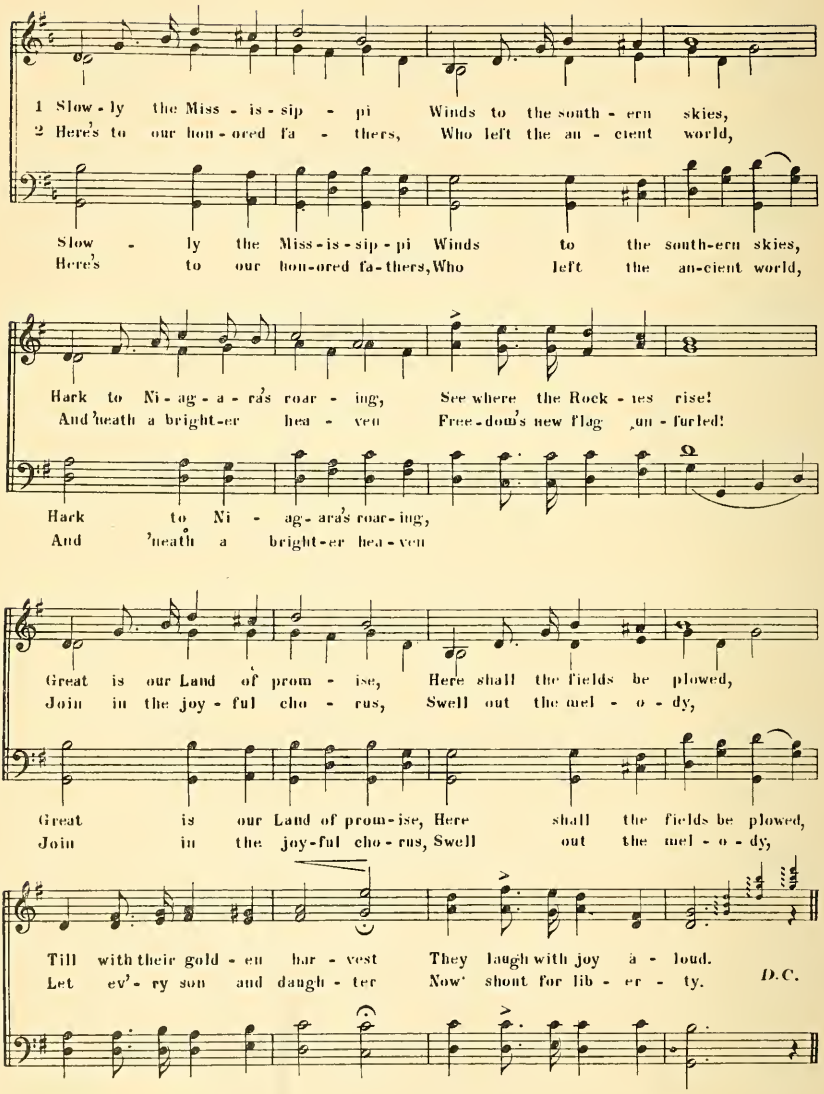
Fame was too earnest in her joy,
  Too proud of such a son
To let a robe and title
  Mask our noble Washington.

The fame of Washington stands apart from every other in history, shining with a truer lustre and a more benignant glory. With us his memory remains a national property, where all sympathies meet in unison. Under all dissensions and amid all storms of party, his precepts and examples speak to us from the grave with a paternal appeal; and his name—by all revered—forms a universal tie of brotherhood—a watchword of our Union.—John Fiske.

OUR COUNTRY.

Words and Music by EUDORUS C KENNEY


March Time
Hail, hail to thee, Co - lum - bia, Hope of the soul op - prest,
Sweep - ing from wild At - lan - tic To broad Pa - cif - ic's breast!
O - ver thy plains and moun - tains Commerce her flight doth wing,
Fine.
And from the hearts of thy chil - dren An - thems of glad - ness ring.


1 Slow - ly the Miss - is - sip - pi Winds to the south - ern skies,
2 Here's to our hon - ored fa - thers, Who left the an - cient world,
Slow - ly the Miss - is - sip - pi Winds to the south-ern skies,
Here's to our hon-ored fa-thers, Who left the an-cient world,
Hark to Ni - ag - a - ra's roar - ing, See where the Rock - ies rise!
And 'neath a bright-er hea - ven Free - dom's new flag un - furled!
Hark to Ni - ag - ara's roar-ing,
And 'neath a bright-er hea-ven
Great is our Land of prom - ise, Here shall the fields be plowed,
Join in the joy - ful cho - rus, Swell out the mel - o - dy,
Great is our Land of prom-ise, Here shall the fields be plowed,
Join in the joy-ful cho-rus, Swell out the mel - o - dy,
Till with their gold - en har - vest They laugh with joy a - loud.
Let ev' - ry son and daugh - ter Now shout for lib - er - ty.
D.C.

AN EPITAPH ON WASHINGTON.

The defender of his country—the founder of liberty,
The friend of man.
History and tradition are explored in vain
For a parallel to his character.
In the annals of modern greatness
He stands alone,
And the noblest names of Antiquity
Lose their lustre in his presence.
Born the benefactor of mankind,
He united all the greatness necessary
To an illustrious career.
Nature made him great,
He made himself virtuous.
Called by his country to the defense of her liberties,
He triumphantly vindicated the rights of humanity,
And, on the pillars of National Independence,
Laid the foundation of a great Republic.

Twice invested with Supreme Magistracy
By the unanimous vote of a free people,
He surpassed, in the Cabinet,
The glories of the field,
And, voluntarily resigning the sceptre and the sword,
Retired to the shades of private life;
A spectacle so new, and so sublime,
Was contemplated with profoundest admiration;
And the name of Washington,
Adding new lustre to humanity,
Resounded to the remotest regions of the earth.
Magnanimous in youth,
Glorious through life,
Great in death;
His highest ambition—the happiness of mankind,
His noblest victory—the conquest of himself.
Bequeathing to posterity the inheritance of his fame,
And building his monument in the hearts of his countrymen,
He lived—the ornament of the eighteenth century;
He died, regretted by a mourning world.

NOTE—The above beautiful epitaph was discovered on the back of a portrait of Washington, sent to the family from England. It was copied from a transcript in the handwriting of Judge Washington.

LIVES NOT LOST.

Oh, tell me not that lives are lost
When spent in Freedom's cause,
When nobly, freely given up
For Union and the laws.

When patriots to the contest rush,
Disdaining every cost,
And by their best blood victory's sent,
Such lives cannot be lost.

For though the silver cord be loosed
Amid the cannon's roar,
Yet will the spirit, freed from clay,
Up to its Maker soar.

That life alone is really lost
When to no purpose given,
But lives when lost in Freedom's cause
Are found again in Heaven.

Then tell me not that lives are lost,
Who to the death-shot yield,
But rather write beneath their names,
"Promoted on the field."

—A War-time Poem.

GOD BLESS OUR FATHERLAND.

(Tune: America.)

God bless our fatherland,
Keep her in heart and hand
One with our own;
From all her foes defend,
Be her brave people's friend;
On all her realms descend;
Protect her throne.

Father, in loving care
Guard thou her kingdom's heir,
Guide all her ways;
Thine arm his shelter be
From harm by land and sea;
Bid storm and danger flee;
Prolong his days.

Lord, bid war's trumpet cease;
Fold the whole earth in peace
Under Thy wings;
Make all Thy nations one
All hearts beneath Thy sun,
Till Thou shalt reign alone,
Great King of kings.

—O. W. Holmes

WASHINGTON'S APPOINTMENTS.

President Washington entertained notions about appointments to office which in these days would be thought Quixotic. He accepted the presidency with the purpose not to be "swayed in the disposal of places by motives arising from the ties of friendship and blood." There were hundreds of competitors for every office of any importance, among whom were friends, but Washington acted with sole reference to the public good.

A friend and a political opponent applied for the same office, and Washington gave it to the latter. He thus explains the act:

"My friend I receive with cordial welcome. He is welcome to my house, and welcome to my heart, but with all his good qualities he is not a man of business. My opponent, with all his politics, so hostile to me, *is* a man of business. My private feelings have nothing to do in the case. I am not George Washington, but president of the United States. As George Washington, I would do this man any kindness in my power. As president of the United States, I can do nothing."—Youth's Companion.

OUR COUNTRY IN WASHINGTON'S TIME AND NOW.

(Note—A composition may be written by the higher grade pupils, making a comparison between the condition of our Country during Washington's Administration and the present time, using the outline given below. The best should be read at the exercise.)

1. Extent of Territory and Number of States.
2. Population.
3. The Cities and City Life.
4. The Country and Rural Life.
5. Condition of the Laborer.
6. Homes of the Wealthy.
7. Farming.
8. Manufacturing.
9. Commerce.
10. Newspapers and Magazines.
11. Postal Service.
12. Modes of Travel and Communication.

(Refer to many Histories, such as McMaster's, Montgomery's Leading Facts, etc.)

WASHINGTON.

Soldier and statesman, rarest unison;
High-poised example of great duties done
Simply as breathing, a world's honors worn
As life's indifferent gifts to all men born;
Dumb for himself, unless it were to God,
But for his barefoot soldiers eloquent,
Tramping the snow to corral where they trod,
Held by his awe in hollow-eyed content;
Modest, yet firm as nature's self; unblamed
Save by the men his nobler temper shamed;
Never seduced thru show of present good
By other than unsetting lights to steer
New-trimmed in heaven, nor than his steadfast mood,
More steadfast, far from rashness as from fear;
Rigid, but with himself first, grasping still
In swerveless poise the wave-beat helm of will;
Not honored then or now because he wooed
The popular voice, but that he still withstood;
Broad-minded, higher-souled, there is but one
Who was all this and ours, and all men's—
Washington.

—James Russell Lowell.

WASHINGTON'S BIRTHDAY.

Washington's birthday! day dear to every American heart! What schoolboy or girl, what man or woman, does not gladly hold in remembrance the twenty-second day of February? It brings to us the thought of one whose motto might have been. *Suaviter in modo, fortiter in re,* gentle in manner but resolute in deed! With what feelings of pride we refer to him as the Father of his Country—our Country—America, "the land of the free and the home of the brave!" All over the vast universe to-day shall the name of Washington be spoken with love and reverence, and grateful hearts shall sing his praises and read again and again the story of his grand achievements. Oh, you who are longing to be something and to do something in the world, reflect upon the character of Washington! Emulate his nobility of mind, his fixedness of purpose, his heroism and valor. Such attributes will fit you for responsibility and trust; prepare yourself for a place, and God will prepare a place for you.

HERO GEMS.

The true hero is the great wise man of duty—he whose soul is armed by truth and supported by the smile of God; he who meets life's perils with a cautious, but tranquil spirit gathers strength by facing its storms and dies, if he is called to die, as a Christian victor at the post of duty. And if we must have heroes and wars wherein to make them, there is no war so brilliant as a war with wrong and no hero, so fit to be sung as he who has gained the bloodless victory of truth and mercy.—Horace Bushnell.

Count we o'er earth's chosen heroes—they were souls that stood alone,
While the men they agonized for hurled the contumelious stone,
Stood serene, and down the future saw the golden beams incline
To the side of perfect justice mastered by their faith divine,
By one man's plain truth to manhood and to God's supreme design.

—J. R. Lowell.

STATE TEACHERS COLLEGE
LIBRARY
TOWSON, MD.

"Mourn not for the vanished ages.
With the great, heroic men,
Who dwell in history's pages,
And live in the poet's pen.
For the grandest times are before us,
And the world is yet to see
The noblest worth of this old world
In the men that are to be."

We little dream of the conflict
Fought in each human soul,
And earth knows not of the heroes
Upon God's honor roll.

—Eben E. Rexford.

"He alone is great
Who by a life heroic conquers fate."

THE BEST DECORATION.

They've hung a big Old Glory on a rope across the street,
And just to see it flutter puts a tickle in my feet.
And sends a crinkle up my back and down into each arm—
It makes me hear the bugle call and feel war's awful charm;
I hear the fife notes shrilling and the throbbing of the drum;
I hear the yell of battle as the thund'rous hoof thuds come;
I see men's bodies falling, though their spirits never lag—
Such thrills as this run through me when I see that swaying flag!

Look—look! The breeze has caught it up and holds it, while the sun
Sets all its stripes a-glitter, while the ripples race and run!
The glory of those ruddy bands shut in by lanes of white
Floods all my dusky deskroom with a lingering, loving light;
I drop my work enraptured; while, to break that magic spell,
I doff my hat and wave it with a loud ecstatic yell—
I love that flag! I love it with a love 'twould dare and die—
God bless those glorious stripes and stars flung out against the sky!

I love it as did Francis Key, who penned th' immortal song;
I love it with a fervor that can never think it wrong;
I love it for the freedom it has given unto men;
I love it for its beauty, for its gracefulness, and then
I love it with the patriot love that never wonders why.
But sheds hot tears whene'er those folds he sees athwart the sky;
I love it for the lessons it has taught to men of brag—
But, most of all, I love it just because it is our flag!

—Baltimore American.

SONG: A TRUE SOLDIER.

(Elementary.)

(Tune—"Hold the Fort.")

Though we never may be soldiers
On the battlefield,
Though we may not carry banner,
Bayonet or shield;
Each can be as true and valiant
Till life's work is done.
Each can be as brave a soldier
As George Washington.

There are mighty hosts of evil,
Armies great and strong,
Each can be a little soldier
Fighting all day long.
Let us ever fight them bravely,
Let us valiant be;
Fight the host of falsehood, envy,
Pride and cruelty.

Oh, how valiant are the soldiers
Who to battle go,

Yet more brave are they who struggle
With an unseen foe.
When the battles all are ended
And the victory's won,
Each will be as true a soldier
As George Washington.
—Alice Jean Cleator, in Normal Instructor.

RECITATION.

(Elementary.)

(Recitation by two girls with flags.)

Oh, who shall say when drums shall beat?
America! America!
And who will train the little feet?
America! America!
While we are young we will repeat
The stories that to us seem sweet,
And lay our laurels at their feet.
America! America!

Oh, who shall say when we grow old,
America! America!
That some place of honor we may hold?
America! America!
And though the story oft is told,
Of leaders true and leaders bold,
Our love for them shall not grow cold,
America! America!

Both—
Oh, who'll be soldiers by and by?
America! America!
And who will hold the banner high?
America! America!
The years are passing swiftly by,
And little children join the cry,
While round about them duties lie.
America! America!

COMPARISON OF WASHINGTON AND NAPOLEON.

Washington was not like Bonaparte, of a race which surpasses the stature of humanity. He was not placed in a vast theater. He was not pitted against the most skillful generals and the mightiest monarchs of his age. He did not rush from Memphis to Vienna, from Cadiz to Moscow. He defended himself with a handful of fellow-citizens in an unhistoric land, in a narrow circle of domestic firesides. He did not fight battles which recalled the triumphs of Arbela and Pharsalia. He did not overturn thrones to construct others from their ruins.

Something of reserve and repose surrounds the movements of Washington. He acted with deliberation. It is as if he felt himself charged with the liberty of the future and feared to compromise its interests. It was not his own destiny that weighed upon this hero—it was the destiny of his country. He did not allow himself to trifle with what was not his. But from this deep humility what a light breaks forth! Seek the forests where shone the sword of Washington. What do you find? A place of tombs? No, a world! Washington has left the United States as a trophy on his battle-field.

The Republic of Washington endures. The Empire of Bonaparte has perished. Washington and Bonaparte both sprang from the bosom of

Democracy. Both were sons of Liberty. The one was faithful to her. The other betrayed her.—Open Sesame.

NOTE—The above may suggest a short debate between High School students who have studied both sides of this question.

A RALLY. (PRIMARY.)

Little folks, come marching forth;
  Little feet, keep time.
In the East and West and North
  And the Southern clime.
Lay your lesson-books away,
  Leave your sums undone;
We must celebrate to-day
  Brave George Washington.
Little yet you understand
  All his worth and truth;
Only know he saved the land,
  Faithful from his youth.

—Youth's Companion.

FEBRUARY 22. (PRIMARY.)

No country's had a hero
  More steadfast, true and great
Than Washington; a captain
  To guide the ship of state.

With hand more strong and steady,
  Or eye more true and keen—
Long live his name, his deathless fame
  Let memory keep green.

In our love we set apart
  His birthday every year,
With rev'rence tell the children
  His history so dear;

'Tis for him we bow alow
  And bend the willing knee,
For him we fly our banner
  Upon the land and sea.

So let the honored name survive
  Of our great Washington;
To our country he was father,
  Yet America's best son.

—Clive Newcomb Elliot.

Arbor and Bird Day.

Date to be designated by the Governor.

SUGGESTIVE PROGRAM.

1. Song.
2. Reading of Scripture Selections.
3. Quotations.
4. Reading—Preservation of Our Forests.
5. Recitation—Selected.
6. Essay on Suggested Topic (Intermediate).
7. Dialogue—Spring Blossoms (Primary), or—Why We Keep Arbor Day (Primary).
8. Essay on Suggested Topic (Advanced).
9. Tree Planting.
10. Song of Dedication.
11. Closing Exercises.

SCRIPTURE READING.

Bless the Lord, O my soul. O Lord my God, thou art very great; thou art clothed with honour and majesty.

Who coverest thyself with light as with a garment: who stretchest out the heavens like a curtain:

Who layeth the beams of his chambers in the waters: who maketh the clouds his chariot: who walketh upon the wings of the wind:

Who maketh his angels spirits; his ministers a flaming fire:

Who laid the foundations of the earth, that it should not be removed for ever.

Thou coveredst it with the deep as with a garment: the waters stood above the mountains.

At thy rebuke they fled; at the voice of thy thunder they hasted away.

They go up by the mountains; they go down by the valleys unto the place which thou hast founded for them.

Thou hast set a bound that they may not pass over; that they turn not again to cover the earth.

He sendeth the springs into the valleys, which run among the hills.

They give drink to every beast of the field: the wild asses quench their thirst.

By them shall the fowls of the heaven have their habitation, which sing among the branches.

He watereth the hills from his chambers: the earth is satisfied with the fruit of thy works.

He causeth the grass to grow for the cattle, and herb for the service of man: that he may bring forth food out of the earth;

And wine that maketh glad the heart of man, and oil to make his face

to shine, and bread which strengtheneth man's heart.

The trees of the Lord are full of sap; the cedars of Lebanon, which he hath planted;

Where the birds make their nests; as for the stork, the fir trees are her house.

The high hills are a refuge for the wild goats; and the rocks for the conies.

He appointed the moon for seasons: the sun knoweth his going down.

O Lord, how manifold are thy works! in wisdom hast thou made them all: the earth is full of thy riches.

QUOTATIONS.

The year's at the spring,
The day's at the morn,
The morn's at seven,
The hillside's dew-pearled;
The lark's on the wing,
The snail's on the thorn,
God's in his heaven,
All's right with the world.

—Browning.

Oh, April with thy violet eyes,
Come walking down the willowy shores,
And take us by surprise.

—Lloyd Mifflin.

I know a place where the sun is like gold,
And the apple blooms burst with snow,
And down underneath is the loveliest nook,
Where the four-leaved clovers grow.

—Ella Higginson

In the door-yard fronting an old farm-house, near the white-washed palings,
Stands the lilac-bush tall-growing with heart-shaped leaves of rich green,
With many a pointed blossom rising delicate, with the perfume strong I love,
With every leaf a miracle.

—Walt Whitman.

You ask why Spring's first-born flower is white:
Peering from out the warm earth long ago,
It saw above its head great drifts of snow,
And blanched with fright.

—Clinton Scollard.

In all places, then, and in all seasons,
Flowers expand their light and soul-like wings,
Teaching us, by most persuasive reasons,
How akin they are to human things.

—Longfellow.

Thou art a female, Katydid!
I know it by the trill
That quivers through thy piercing notes,
So petulant and shrill.

—O. W. Holmes.

One knows the spring is coming:
There are birds; the fields are green;
There is balm in the sunlight and moonlight,
And dew in the twilights between.

—William D. Howells.

The rich, milk-tinging buttercup
Its tiny polished urn holds up,
Filled with ripe sunshine to the edge,
The sun in his own wine to pledge.

—Lowell.

And yonder blue-bird with the earth tinge on his breast and the sky tinge on his back—did he come down out of heaven on that bright March morning when he told us so softly and plaintively that if we pleased, Spring had come?—John Burroughs.

The sweetest sound the whole year round—
'Tis the first robin of the spring!
The song of the full orchard choir
Is not so fine a thing.

—E. C. Stedman.

And all the throng
That dwell in nests and have the gift of song;
Whose household words are songs in many keys,
Sweeter than instrument of man's ere caught;
Whose habitations in the tree-tops even
Are half-way houses on the road to heaven.

—Longfellow.

Flower in the crannied wall,
I pluck you out of the crannies—
Hold you here, root and all, in my hand,
Little flower—but if I could understand
What you are, root and all, and all in all,
I should know what God and man is.

—Tennyson.

We've gone from the threshold of turbulent March,
The green scarf of April is hung on the larch.
And down the bright hillside that welcomes the day,
We hear the warm panting of beautiful May.

—Holmes.

They'll come again to the apple tree—
Robin and all the rest—
When the orchard branches are fair to see,
In the snow of blossoms dressed,
And the prettiest thing in the world will be
The building of the nest.

—Mrs. M. E. Sangster.

Sweet bird; thy bower is ever green,
Thy sky is ever clear;
Thou hast no sorrow in thy song,
No winter in thy year.

—John Logan.

Be patient! oh, be patient! Put your ear against the earth;
Listen there how noiselessly the germ o' the seed has birth—
How noiselessly and gently it upheaves its little way,
Till it parts the scarcely broken ground and the blade stands up in day.

—Richard C. French.

Winged lute that we call a bluebird, you blend in a silver strain
The sound of the laughing water, the patter of spring's sweet rain,
The voice of the winds, the sunshine, the fragrance of blossoming things,
Oh, you are an April poem, that God has dowered with wings.

E. E. Rexford.

THE PRESERVATION OF OUR FORESTS.

Julia Darrow Cowles.

Our country is not only vast in extent, but it is one of vast natural wealth, and we have been prodigal in our uses of this wealth. But the time has come when it is necessary to stop and to take account of our resources and expenditures.

When our Pilgrim forefathers landed in this country they were confronted by a wilderness which they found it necessary to conquer in order that they might have space for dwellings and crops. The forest confronted

them everywhere, and though in the older country in which they had been reared they had been taught to venerate the forest, it here became to them a foe with which they must battle for every acre of ground which they wished to cultivate. It was of additional menace; it was also the hiding-place of the bear, the wolf, and the Indian.

As the time passed and the hand-to-hand struggle grew less dominant among the inhabitants of the new world, and as cities sprang up here and there and industries were developed, the forests were regarded no longer as foes to be subdued, but as inexhaustible sources of wealth. Lumbering began upon a mighty scale. Houses were to be built and furnished, railways were to be supplied with ties, and telegraph companies with poles. Vessels were to be built and fitted with masts and spars; timbers were needed for bridges and for work in the mines. Everywhere there was a demand for lumber, and as population increased the demand increased, and the forests fell as though their resources were indeed inexhaustible and their area without limit. Lumbering was carried on in a reckless and extravagant fashion, and the fact that whole regions were stripped regardless of the consequent devastation of the land was given little consideration The best of the trees were cut and the best only of each tree was marketed. Smaller trees were broken and young growths crushed out of existence by the reckless manner of felling and removing the logs, while the unused portions, such as stumps and branches, were left to invite the flames which so often followed. Thus the region which had been a place of beauty and fertility was left a desolate and almost irreclaimable waste.

For years this wanton destruction of the forests went on, and it was not until very recent times that any number of the more thoughtful men of the country began to realize that unless strict measures were adopted we would soon become a nation without forests, that wood for the numberless uses to which it is needful that it should be put would be lacking, and that our streams, denuded of their natural forest covering, would be alternately flooded and parched. The latter condition was as serious a factor as the lack of wood.

The subject was at first agitated only by a few who realized the condition toward which we, as a nation, were hastening. It was finally made apparent that in order to save a part of the forests, the National Government must interfere, and during the administration of President Cleveland the first national forest reserves were set apart. The late President McKinley followed the example of his predecessor and created other national reserves. President Roosevelt, realizing the gravity of the situation and deeming it, as he has said, one of the "most mighty questions now before the people of the United States," has set aside other large forest areas, until at the present time there are one hundred and sixty million acres of forest under the protection of the National Government.

Some of the States, notably Pennsylvania, New York, Massachusetts, Connecticut, Indiana, Wisconsin, Michigan, Minnesota, and California, have State reservations for the protection of large or important forest areas, and individuals here and there are holding their lands and are apply-

ing true forestry principles to their administration.

In the minds of some people forestry means opposition to all lumbering and a sentimental saving of the trees at the expense of all utilities. This is an entirely mistaken conception. No man has done so much for the protection and preservation of our forests as Mr. Gifford Pinchot, Chief Forester of the Agricultural Department at Washington, and no man is better able to make definite statement as to the true object of forestry. This is his statement: "The object of practical forestry is precisely to make the forest render its best service to men in such a way as to increase rather than to diminish its usefulness in the future. Forest management and conservative lumbering are other names for practical forestry. Under whatever name it may be known, practical forestry means both the use and the preservation of the forests."

RECITATIONS.

THE BIRTH OF ARBOR DAY.

Nellie R. Cameron.

In the prairie State of Nebraska,
One happy April morn,
On a fair day in the springtime,
Our Arbor Day was born.

The prairies were green and grassy,
Like beautiful billowy seas,
But the people in vain were longing
For a sight of the leafy trees.

So their council assembled together
The first month of the year;
They said, "A day shall be chosen
When Springtime draweth near

To plant the trees, for we love them.
We'll make this state of ours
One glorious leafy arbor
For children, birds and flowers."

Then all the people helped them,
Till many thousands of trees
Throughout the State of Nebraska
Rejoiced in the summer breeze.

And wise, good Governor Morton,
Oh, did he understand
That the beautiful plan he started
Would spread o'er all the land,

Till in many a State of the Union
Myriad trees would spring
In beautiful shining splendor
His honor and praise to sing?

THE TENDRIL'S FAITH.

Under the snow in the dark and cold
A pale little tendril was humming;
Sweetly it sang 'neath the frozen mold
Of the beautiful days that were coming.

"How foolish your songs," said a lump of clay.
"What is there, I ask, to prove them?
Just look at these walls between you and the day—
How can you have power to remove them?"

But under the ice and under the snow
The pale little sprout kept singing,
"I cannot tell how, but I know, I know—
I know what the days are bringing;

Birds and blossoms and buzzing bees,
Blue, blue skies above me;
Bloom on the meadow and buds on the trees,
And the great, glad sun to love me."

Then a pebble spoke up: "You are quite absurd,"
It said, "with your song's insistence;
For I never saw a tree or a bird,
So, of course, there are none in existence."

But "I know, I know," the tendril cried
In beautiful, sweet unreason,
Till, lo, from its prison glorified
It burst in the glad spring season.

—Ella Wheeler Wilcox.

AN ARBOR DAY TREE.

Dear little tree that we plant to-day,
What will you be when we're old and gray?
"The savings bank of the squirrel and mouse.
For robin and wren an apartment house,
The dressing room of the butterfly's ball,
The locust's and katydid's concert hall,
The schoolboy's ladder in pleasant June,
The schoolgirl's tent in the July noon.
And my leaves shall whisper them merrily
A tale of the children who planted me."

—Youth's Companion.

SPRING BLOSSOMS.

By Alice Cook Fuller.

The costuming for the following is very simple. Crepe tissue in the proper shades is used over white dresses. The deep collar is made by pinning one edge of the tissue to a narrow muslin band and pulling out the other edge as nearly straight as possible.

Two-inch bands of the same are frilled out in the same way at both edges for the wrists, and one or more flounces about the skirt are added. All advance together. The first and last stanzas are recited in concert with appropriate gestures. The others are spoken in turn.

All—

All winter long we've lain at rest
Well covered, on the warm earth's breast,
With snowy white.
But now the sun has drawn away
The coverlet that o'er us lay,
We see the light.

Dandelion—

I'm Dandelion! My yellow head
Is found on hillsides bright;
And there I stand 'till golden hair
Has turned to snowy white.

Violet—

I'm Violet! and I am found
In early spring, close to the ground.
The winter snow has kept me warm;
The dead leaves shielded me from harm.

Rose—

The lovely rose you now behold!
Petals of crimson; heart of gold!

When winter sends the seeds to bed
I fold them in a blanket red.

Fern—

I am a Fern of dainty green,
I've neither flower nor seed;
This pretty dress of green you see,
Is all the one I need.

All—

We are the Blossoms of the spring!
We come when birds begin to sing
Beside the nest.
And when cold winds of winter blow
We nestle down beneath the snow,
And sink to rest.

—Primary Plans.

THE BLUEBELL.

(Intermediate.)

There is a story I have heard—
A poet learned it of a bird,
And kept its music, every word—

A story of a dim ravine,
O'er which the towering tree tops lean,
With one blue rift of sky between:

And there, two thousand years ago,
A little flower, as white as snow,
Swayed in the silence to and fro.

Day after day, with longing eye,
The floweret watched the narrow sky,
And fleecy clouds that floated by.

And through the darkness night by night
One gleaming star would climb the height,
And cheer the lonely floweret's sight.

Thus, watching the blue heavens afar,
And the rising of its favorite star,
A slow change came, but not to mar.

For softly o'er its petals white
There crept a blueness, like the light
Of skies upon a summer night;

And in its chalice, I am told,
The bonny bell was formed to hold
A tiny star that gleamed like gold.

And bluebells of the Scottish land
Are loved on every foreign strand
Where stirs a Scottish heart or hand.

Now, little people, sweet and true,
I find a lesson here for you,
Writ in the floweret's bell of blue:

The patient child whose watchful eye
Strives after all things pure and high,
Shall take their image bye and bye.

—Anonymous.

WHAT THE BIRDS SAY.

(Primary.)

Do you ask what the birds say? The sparrow, the dove,
The linnet and thrush say, "I love and I love!"
In the winter they're silent, the wind is so strong;
What it says I don't know, but it sings a loud song.

But green leaves, and blossoms, and sunny warm weather,

And singing and loving, all come back together,
But the lark is so brimful of gladness and love,
The green fields below him, the blue sky above,
That he sings, and he sings; and forever sings he—
"I love my love and my love loves me!"

—S. T. Coleridge.

THE BLUEBIRD.

(Primary.)

I know the song that the bluebird is singing,
Out in the apple-tree where he is swinging,
Brave little fellow! the skies may be dreary—
Nothing cares he while his heart is so cheery.

Hark! how the music leaps out from his throat!
Hark! was there ever so merry a note?
Listen awhile, and you'll hear what he's saying,
Up in the apple-tree swinging and swaying.

"Dear little blossoms down under the snow,
You must be weary of winter, I know;
Hark, while I sing you a message of cheer!
Summer is coming! and spring-time is here!

"Little white snow-drop! I pray you arise;
Bright yellow crocus! come, open your eyes;
Sweet little violets, hid from the cold,
Put on your mantles of purple and gold;
Daffodils! daffodils! say, do you hear?
Summer is coming and spring-time is here!"

—Emily Huntington Miller.

COUNTRY LIFE.

Happy the man who has the town escaped!
To him the whistling trees, the murmuring brooks,
The shining pebbles preach
Virtue's and wisdom's lore.

The whispering grove a holy temple is
To him where God draws nigher to his soul;
Every verdant sod a shrine,
Whereby he kneels to Heaven.

The singing-birds on him bring slumber down,
The singing-birds awake him, fluting sweet,
When shines the lovely red
Of morning through the trees.

His straw-deck'd thatch, where doves bask in the sun,
And play and hop, invites to sweeter rest
Than golden halls of state
Or beds of down afford.

To him the plumy people sporting chirp,
Chatter, and whistle, on his basket perch,
And from his quiet hand
Pick crumbs, or pease, or grain.

Happy the man who thus hath 'scaped the town!
Him did an angel bless when he was born—
The cradle of the boy
With heavenly flowers strewed.

—Goethe.

WHY WE KEEP ARBOR DAY.

For seven children. As they take their places those in seats recite the first stanza.

Trees of the fragrant forest,
With leaves of green unfurled,
Through summer's heat, through winter's cold,
What do you do for our world?

FIRST.

Our green leaves catch the raindrops
That fall with soothing sound,
Then drop them slowly, slowly down,
'Tis better for the ground.

SECOND.

When rushing down the hillside,
A mighty freshet forms,
Our giant trunks and spreading roots
Defend our happy homes.

THIRD.

From burning heat in summer,
We offer cool retreat,
Protect the land in winter's storm
From cold, and wind, and sleet.

FOURTH.

Our falling leaves in autumn,
By breezes turned and tossed,
Will make a deep sponge carpet warm,
Which saves the ground from frost.

FIFTH.

We give you pulp for paper,
Our fuel gives you heat,
We furnish lumber for your homes,
And nuts and fruit to eat.

SIXTH.

With strong and graceful outline,
With branches green and bare,
We fill the land through all the year
With beauty everywhere.

ALL.

So, listen, from the forest,
Each one a message sends
To children on this Arbor Day,
"We trees are your best friends."

—Primary Education.

SONG OF DEDICATION.

Air—"Columbia, the Gem of the Ocean."

The tree we are planting on this day
Is chosen with tenderest care;
May beauty adorn it, hereafter,
And clothe it with usefulness rare.
May green leaves appearing each springtime
Be leaves of a fair book of fame,
And spread to the breezes the story
Extolling the new-given name.

The tree is an emblem of greatness,
As, springing from one tiny seed,
It mounts ever upward and onward,
An emblem of greatness, indeed!
The birds sing its praises to others,
The winds carry swiftly the tale,
The tree is the monarch of forest,
Of hill, valley, greenwood and dale.

FACTS ABOUT TREES FOR THE LITTLE ONES.

(A RECITATION.)

1. Cutting down trees spoils the beauty of the landscape. I would not like to live where there were no trees.

2. There are few birds where there are no trees. They have no place to make their homes.

3. Taking away the trees takes away the protection from our tender fruit trees.

4. Where there are no trees the snows melt and go off too rapidly; the moisture that should sink into the soil is carried away in the floods.

5. Because our forests are taken away we have severe droughts every year.

6. One full grown elm tree gives out fifteen tons of moisture in twenty-four hours. A large sunflower plant gives off three pints of water in one day.

7. The trees give us lumber, fuel, wood, pulp for newspapers, cork, bark for tanning, wild fruits, nuts, resin, turpentine oils and various products for medicines.

8. We should have greater extremes of heat and cold if it were not for the trees and forests.

9. The leaves of trees catch the rain and hold it a little while; then they drop the water a little at a time; this is better for the ground.

10. The old leaves make a deep sponge carpet in the woods and this keeps the ground from freezing. If the earth does not freeze it takes up the rain better.

11. We might have dangerous floods if we did not have trees. The trunks and roots of trees stop the water that comes pouring down the hillside.

12. I will be very careful not to hurt any tree but will call every tree my friend.—Primary Education.

STATE FLOWERS.

Alabama	Golden Rod.
Arkansas	Apple Blossom.
California	Eschscholzia.
Colorado	Columbine.
Delaware	Peach Blossom.
Illinois	Rose.
Indiana	Corn.
Iowa	Wild Rose.
Kansas	Sunflower.
Kentucky	Golden Rod.
Louisiana	Magnolia.
Maryland	Golden Rod
Michigan	Apple Blossom.
Mississippi	Magnolia.
Minnesota	Moccasin.
Missouri	Golden Rod.
Nebraska	Golden Rod.
New York	Rose.
North Dakota	Wild Rose
Ohio	Scarlet Carnation.
Oregon	Oregon Grape.
Pennsylvania	Golden Rod.
Rhode Island	Violet.
South Dakota	Pasque.

Texas	Blue Bonnet.
Utah	Sego Lily.
Vermont	Red Clover.
Washington	Rhododendron.
West Virginia	Rhododendron Maximum.

TREES TO LET.

Now the birds are northward winging,
All the lisping leaves are singing:
"Trees, trees, to let!
Here's a home for every comer,
Share with us the happy summer,
Trees, trees, to let!

"We will guard your nests so surely,
Rock your little ones securely,
Trees, trees, to let!
You shall have from our cool shadow
Splendid views o'er wood and meadow
Trees, trees, to let!

"Come, we spread our arms to meet you,
Sing our leafy songs to greet you,
Trees, trees, to let!
Here's a home for every comer,
Spend with us the happy summer,
Trees, trees, to let!"

—Hannah G. Fernald.

ARBOR AND BIRD DAY TOPICS.

Let individual pupils make selections for essays. The teacher may also assign topics to special committees for investigation and have the reports read from time to time:

1. Why Children Should be Interested in Arbor and Bird Day.
2. What I Planted in My Garden.
3. Home Gardens.
4. School Gardens.
5. How to Make Bird Houses.
6. Nesting Boxes.
7. Birds as Insect-Destroyers.
8. Bird Nests.
9. Bird Ways.
10. Bird Legends.
11. The Wild Flowers of Our District.
12. Flower Legends.
13. My Favorite Tree.
14. Legends About Trees.
15. What the Trees do for Us.

SOME FAMOUS TREES.

Assign the topics to individual pupils. Have each one look up his particular tree and give the information secured in a bright talk of two or three minutes. Other pupils may look up prose or poetical references to the trees and read or recite the selections.

1. The Treaty Elm of Philadelphia.
2. The Charter Oak of Hartford.
3. The Liberty Elm of Boston.

4. Washington's Elm at Cambridge.
5. Burgoyne's Elm.
6. Peter Stuyvesant's Pear Tree.
7. The Hamilton Trees of New York.
8. The Apple Tree at Appomattox.

TREE PLANTING.

THE CHOICE OF TREES.

1. *General Considerations.*—Trees for school grounds and yards, along roadsides and streets, must be such as are least liable to suffer from injuries; they should be compact and symmetrical in shape, free from objectionable habits, such as bad odors, root-sprouting, frequent dropping of parts, etc., and from insect pests, and, if planted for shade, should have a broad crown and a dense foliage budding early in the spring and retaining leaves long into the fall.

Trees native to the region in which the planting is done usually have more promise of success and are generally less costly than exotics. Trees *from well managed nurseries* are preferable to those grown in the forest, because their root-system is better prepared for transplanting. Rapidly growing trees, although giving shade soonest, are mostly short-lived and become the soonest unsightly.

2. *Size.*—Although as a rule small plants have a better promise of success, other considerations recommend the choice of larger sizes for roadside and ornamental planting. Trees of any size can be successfully transplanted, but in proportion to the size grows the difficulty, the amount of work, and the care necessary. As a rule the *largest size should not exceed two to three inches* in diameter at the base and 10 to 15 feet in height. Those one-half that size will probably make better growth, because less of their root-system will be curtailed in taking them up for transplanting.

3. *Diagnosis of a tree suitable for transplanting*:—a. An abundance of fibrous roots.

b. A normal form and well proportioned development of shaft and crown.

c. The position from which the tree came has some influence on its further development. Trees from the forest have generally a wide spreading root-system, which is difficult to take up and transplant. Those which have grown in the shade of the forest as a rule do not start easily in the open sunlight; those from cool north sides are apt to sicken when placed on hot exposures, and vice versa. A healthy tree from poor soil transferred into better conditions will show itself grateful by vigorous development.—Arbor Day Planting in Eastern States. Circular No. 5, Forestry Division, U. S. Dept. Agriculture.

Maryland State Teachers' Reading Circle.

George Herbert Palmer, in the April Atlantic Monthly, writing of "The Ideal Teacher," says that one of the four characteristics which every ideal teacher must possess is "an already accumulated wealth. These hungry pupils are drawing all their nourishment from us and have we got it to give? They will be poor if we are poor; rich if we are wealthy. We are their source of supply. Every time we cut ourselves off from nutrition we enfeeble them. And how frequently devoted teachers make this mistake! Dedicating themselves so to the immediate needs of those about them that they themselves grow thinner each year . . . That is exactly the opposite of what it should be. The teacher should be the big, bounteous thing of the community. But the ideal teacher will accumulate wealth not merely for his pupils' sake, but for his own. To be a great teacher one must be a great personality, and without ardent and individual tastes the roots of our being are not fed. For developing personal power it is well, therefore, for each teacher to cultivate interests unconnected with his official work. Let the mathematician turn to the English poets, the teacher of classics to the study of birds and flowers, and each will gain a lightness, a freedom from exhaustion, a mental hospitality, which can only be acquired in some disinterested pursuit."

The above quotation most aptly states the real purpose and aim of our Reading Circle. It is the aim that controls the Board of Managers in its selection of books for the reading course. Books, the reading and study of which will result in professional growth, in mental stimulation, in a "lightness, a freedom from exhaustion and in a mental hospitality," and make the teacher a richer and more bounteous giver, are searched for and adopted.

The teacher who reads and studies the books of our courses, who comes to them really desiring and seeking the thoughts and ideas the author would give her, and who is willing to give and does give real attention to the work of making those thoughts hers, will feel the touch of a living, virile force, and will react to the message of inspiration given.

ORGANIZATION.

Acting under the authority conferred by the Laws of 1890, Chapter 323, giving the Maryland State Teachers' Association power to organize, manage and direct a State Teachers' Reading Circle and adopt therefor a course of study in pedagogy, general literature, etc., the Maryland State Teachers' Association has appointed

Dr. M. Bates Stephens, State Superintendent of Public Instruction;
Mr. J. Mont. Gambrill, Baltimore Polytechnic, Baltimore;
Dr. Robert H. Gault, Washington College, Chestertown;
Miss Sarah E. Richmond, State Normal School, Baltimore;

Miss Mary E. Ford, State Normal School, Frostburg;
Mr. H. H. Murphy, Principal High School, Reisterstown;
Mr. H. R. Wallis, Supt. of Schools, Anne Arundel County, Annapolis;
Mr. Herbert E. Austin, State Normal School, Baltimore;
Miss M. M. Robinson, Western Maryland College, Westminster,

a Board of Managers to manage and direct the State Teachers' Reading Circle, and to carry out the provisions of the above Act. The Board of Managers is organized with Dr. M. Bates Stephens, ex-officio chairman, and Mr. Herbert E. Austin, secretary.

CERTIFICATES AND TESTIMONIALS.

CERTIFICATES, countersigned by the Chairman and Secretary of the Board of Managers, are granted to those members, who, having completed one year's work, present satisfactory evidence of having thoroughly and thoughtfully read the books assigned. This evidence is presented in the form of themes, written in accordance with requirements issued by the Board, and which may be had upon application to the Secretary.

TESTIMONIALS, countersigned by the Secretary of the State Board of Education and the Secretary of the Board of Managers, are awarded by the State Board of Education to all members who have satisfactorily completed three years of Reading Circle work, and who are recommended for this honor by the Board of Managers. By vote of the State Board of Education, those desiring Teachers' Life Certificates may offer these testimonials in lieu of the required examination in the Professional Subjects and they will be accepted.

ASSISTANCE.

The Board of Managers desires to be as helpful as possible to the teachers of the State. Members of the Reading Circle desiring information or advice at any time on any of the subjects of study are invited to direct their communications to the Secretary of the Board of Managers named above and he will refer it to the one appointed to have special oversight over that subject of study to which the matter belongs.

MEMBERSHIP.

All teachers of Maryland and all persons above the age of eighteen years are eligible to membership. An annual membership fee of twenty-five cents is required in order to meet the necessary expenses of the organization. Its payment entitles the member to a membership card. to all syllabi and information relating to the courses, that may from time to time be sent out by the Secretary, and to a certificate after satisfactory evidence of work done has been presented to the Board of Managers. Membership cards may be obtained from the County Secretary or from Mr. Austin.

COURSES OF STUDY.

There are four courses of study outlined for the year 1908-1909—one

major course, Pedagogy, and three minor courses, Literature, History and Science. Every member who wishes to receive the certificate of the Board of Managers for 1908-1909 must take the major course, Pedagogy, and, in addition, one of the minor courses—Literature, History or Science—prescribed for 1908-1909.

PRESCRIBED WORK FOR 1908-1909.

Pedagogy—Bagley's "Classroom Management: Its Principles and Technique." The Macmillan Co. ($1.25 net).

English—Colby's "Literature and Life in the School." Houghton Mifflin & Co. ($1.25).

History—Browne's "Maryland. The History of the Palatinate." Houghton Mifflin & Co. ($1.25).

Science—Wright's "The Citizen Bird." The Macmillan Co. ($1.50).

PURCHASE OF BOOKS.

The required books may be obtained at the office of the County Superintendent, at the book stores in Baltimore or from the publishers.

Wherever possible, members are advised to purchase their books through the Superintendent of their County, as books so purchased can frequently be obtained at lower prices than those quoted above.

THE PRESCRIBED WORK SINCE REORGANIZATION IN 1901.

1901-1902.

Hinsdale's "Art of Study."
Barrett Wendell's "English Composition."
Shakespeare's "Julius Caesar" and "As You Like It."
Scott's "Nature Study and the Child."

1902-1903.

White's "The Art of Teaching."
Matthews' "Introduction to American Literature."
Lowell's "Vision of Sir Launfal" and "Commemorative Ode."
Hodge's "Nature Study and Life."

1903-1904.

Shaw's "School Hygiene."
Bliss Perry's "A study of Prose Fiction."
Scott's "Ivanhoe."
Andrews' "Botany All the Year Round."

1904-1905.

MacMurry's "The Method of the Recitation."
Bliss Perry's "The Study of Prose Fiction."
George Eliot's "Silas Marner."
Andrews' "Botany All the Year Round."

1905-1906.

James' "Talks to Teachers."
Thackeray's "Henry Esmond" and "Vanity Fair."
Fiske's "Critical Period in American History."
Ball's "Starland."

1906-1907.

Seeley's "History of Education."
Chubb's "The Study and Teaching of English."
Hart's "Source Book of American History."
Hielprin's "The Earth and Its Story."

1907-1908.

O'Shea's "Dynamic Factors in Education."
Chubb's "The Study and Teaching of English."
Bryant's "How to Tell Stories."
Spark's "The Men Who Made the Nation."
Hodge's "Nature Study and Life."

The following extracts from the Secretary's seventh annual report to the Maryland State Teachers' Association will be of general interest:

The records for the year 1907-1908 show an enrollment of 656. Our membership for the year is distributed among the Counties as follows:

Allegheny	7	Dorchester	12	Queen Anne's	56
Anne Arundel	1	Frederick	47	St. Mary's	1
Baltimore	1	Garrett	34	Somerset	10
Calvert	1	Harford	39	Talbot	33
Caroline	0	Howard	11	Washington	49
Carroll	0	Kent	41	Wicomico	72
Cecil	130	Montgomery	104	Worcester	5
Charles	1	Prince George's	1		

Since our last report, the following teachers have completed a three years' course, and having met the requirements of the Board of Managers, have been awarded a Testimonial Diploma by the State Board of Education on the recommendation of the Board of Managers: Florence Bounds, Wicomico L. J. Beachy, Garrett; Mary Emily Clarke, Cecil; Jeannette Gooding, Kent; Roberta Graham, Cecil; Frances Griffith, Cecil; Emma Willis, Cecil.

During the year, Certificates have been awarded to the following as a recognition of their having completed one year's course of reading and met the requirements of the Board:

1903-1904—Roberta Graham, Cecil.

1905-1906—Florence Bounds, Wicomico; Grace Gelletly, Harford; Ella Q. Nalley, Prince George's; Marie R. Camp, Kent; Emily E. Moore, Cecil; Emma Willis, Cecil.

1906-1907—L. J. Beachy, Garrett; Mary L. Budd, Cecil; Mary Emily Clarke, Cecil; Jeannette Gooding, Kent; Arrie McCoy, Cecil; Nellie Pearce, Kent; Marie R. Camp, Kent; Katherine Budd, Cecil; Ella Cannan, Cecil; Ethel Du Hamell, Cecil; Frances Griffith, Cecil; Emily E. Moore, Cecil; Clarence Reddick, Frederick.

We regret that owing to sickness and pressure of work, a number of themes now in the hands of the Board have not yet been passed upon. We hope to make a report on these not later than October 1.

Themes based upon the work of 1907-1908 must be in the hands of the Secretary not later than January 15, 1909. Requirements will be sent upon application.

Any further information regarding the Reading Circle may be obtained from HERBERT E. AUSTIN, Secretary Board of Managers, State Normal School, Baltimore, Md.

Rural School Programs.

In all discussions of problems relating to the course of study for rural schools, there is a growing disposition to give the teacher great latitude. It is a mistake to adopt a "cast iron" curriculum which will not bend to circumstances. The number of grades in these schools run from four to eight, and the best our State and County school officials can do is to offer some suggestive daily programs and then allow the teacher the final arrangement. There should be practical uniformity in grade work of all the rural schools, but in the matter of combination and alternation of subjects and classes the judgment of the teacher should not be subordinated to a prescribed daily schedule of studies. In connection with this brief discussion there are offered two program courses of study for rural schools which should be carefully studied by every county school official and every teacher of a one-room school.

Programme Course of Study for One-Room Rural Schools.

RECOMMENDED BY THE STATE BOARD OF EDUCATION OF MARYLAND.

NOTE: The heavy black-faced type indicates recitation, and the light, common type indicates study.

Closing Time.	Minutes	First, Second and Third Year Grades. **FIRST OR PRIMARY GROUP.**	Fourth, Fifth and Sixth Grades. **SECOND OR INTERMEDIATE GROUP.**	Seventh and Eighth Grades. **THIRD OR ADVANCED GROUP.**
9:10	10	OPENING EXERCISES.		
9:30	20	Seat work provided by the teacher.	Arithmetic.	**Mathematics.**
9:55	25	Number, on slate or tablet or with objects.	**Arithmetic.**	Geography 1906-07.
10:15	20	**Number.**	Geography 1906-07. Agricul. & Geog. 1907-08. Hygiene & Mental Arith. 1908-1909.	Physiology 1907-08.
10:30	15	Reading and Spelling.		**Geography** 1906-07. **Physiology** 1907-08.
10:40	10	RECESS.		
11:00	20	Reading and Spelling.	**Geography** 1906-07. **Agricul. & Geog.** 1907-08. **Hygiene & Ment. Arith.** 1908-09	
11:20	20	***First Grade Read. and Spell.**	Form, cardboard construction, map drawing and sand molding.	Etymology 1906-07.
11:35	15	**Second Grade Read. and Spell.**		Book-Keeping 1907-08.
11:50	15	**Third Grade Read. and Spell.**		
12:00	10	Construction work 2nd and 3rd Grade Pupils.	Reading.	**Etymology** 1906-07. **Book-Keeping** 1907-08.
		NOON—ONE HOUR.		
1:15	15	"Language Lessons."	**Fourth Grade Read.**	Reading-Literature. Silent reading and study.
1:30	15	Silent Reading.	**Fifth and Sixth Grade Read.**	
1:50	20	**"Language Lessons."**	Spelling.	
2:00	10	Spelling and Oral Geography	**Fourth Grade Spelling.**	
2:10	10		**Fifth Grade Spelling.**	
2:20	10		**Sixth Grade Spelling.**	
2:40	20	**Penmanship (Mon., Tues., Wed.); Drawing (Thurs., Fri.)**		
2.50	10	RECESS.		
3:10	20	Spelling-Oral Geog.	Md. Hist.-Civics 1906-07. U. S. History 1907-08. Comp. & Gram. 1908-09.	**Reading-Literature.**
3:20	10	°**Spelling-Oral Geog.**		Eng. Gram.—History.
3:40	20	Busy work.	**Md. Hist.-Civics** 1906-07. **U. S. History** 1907-08. **Comp.-Gram.** 1908-09.	
4:00	20	Number.	Arithmetic.	**Eng. Gram.** 1st half year. **History.** 2nd half year.

*First Grade pupils may be excused after this lesson for remainder of session.

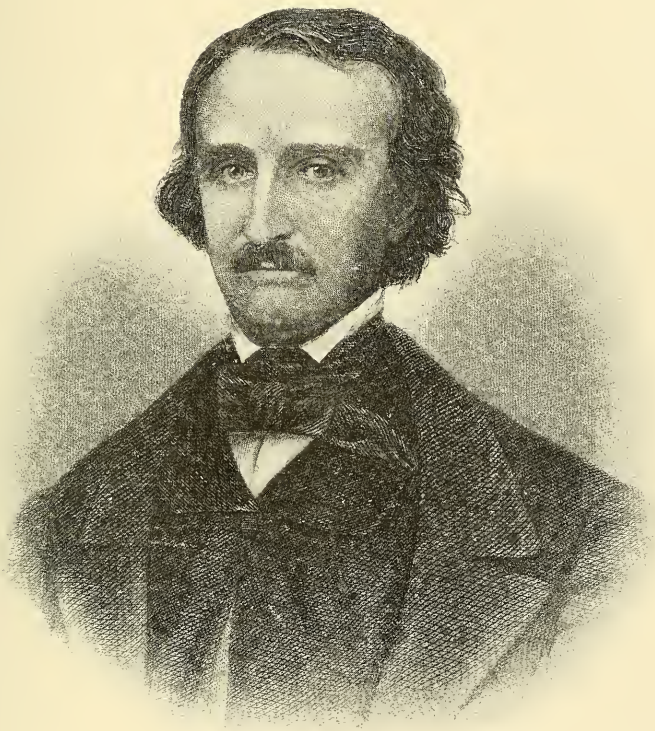
°Teacher will follow outline of topics for 1906-07 given in the pamphlet distributed in September, 1906.

THREE-DIVISION PROGRAM OF STUDY AND RECITATION.

Taken from the Michigan Teachers' Manual.

From, to.			No. Min.	Beginners.	I, II, III.	IV, V, VI.	VII, VIII.
9.00	to	9.10	10	OPENING EXERCISES.			
9.10	to	9.20	10	READING.....	Reading and Spelling.....	Arithmetic.....	Mathematics.
9.20	to	9.45	25	.....	READING AND SPELLING.....	Arithmetic.....	Mathematics.
9.45	to	10.10	25	Seat work.....	Seat work and numbers.....	Arithmetic.....	MATHEMATICS.
10.10	to	10.35	25	Recess.....	Seat work and numbers.....	ARITHMETIC.....	Geography.
10.35	to	10.45	10	GENERAL RECESS.			
10.45	to	11.00	15	READING (5 MIN.)	FIRST READER (10 MIN.).	Geography or physiology.....	Geography.
11.00	to	11.15	15	Seat work.....	Numbers	Geography or physiology.....	GEOGRAPHY.
11.15	to	11.40	25	Excused	NUMBERS (10 MIN.).....	ALTERNATE GEOGRAPHY AND PHYSIOLOGY (15 MIN.)...	Grammar.
11.40	to	12.00	20	.....	Drawing or copying.....	Reading	GRAMMAR.
12.00	to	1.00	60	NOON INTERMISSION.			
1.00	to	1.05	5	OPENING.			
1.05	to	1.25	20	Seat work.....	Reading and spelling.....	READING	Reading.
1.25	to	1.55	30	READING (5 MIN.)	Reading and language.....	Grammar.....	READING.
1.55	to	2 15	20	.....	READING AND SPELLING.....	Grammar and physiology.....	History and physiology.
2.15	to	2 30	15	....	WRITING.....	WRITING,.....	WRITING.
2.30	to	2.45	15	Beginners excus'd	Recess	ALTERNATE SIXTH GRADE GRAMMAR AND PHYSIOLOGY.....	History and physiology.
2.45	to	3.00	15	GENERAL RECESS.			
3.00	to	3.15	15	.....	Seat work.....	Spelling	ALTERNATE HISTORY AND PHYSIOLOGY.
3.15	to	3.30	15	.....	ORAL DRILL (5 MIN.) FIFTH GRADE LANGUAGE (10 MIN.)	Spelling	Civil government or physiology.
3.30	to	3.50	20	.....	Excused.....	Arithmetic.....	ALT. CIVIL GOV'T AND PHYSIOLOGY.
3.50	to	4.00	10	....	.....	TEXT-BOOK SPELLING.	SPELLING.

NOTE.—The recitation subjects are printed in small capitals. This should be adjusted to suit the needs of each school.



EDGAR ALLAN POE

Maryland Day.

March 25, 1909.

Topic.

MARYLAND'S CONTRIBUTION TO AMERICAN LITERATURE.

On introducing this subject it is well to say that space in this pamphlet does not permit of a comprehensive treatment. The subject is a rich one and we regret to say, one that has been much neglected by both schools and individuals.

Our plan will be to make special mention of, and quote from, a few of those who have been our literary leaders, and who have reflected great credit upon their native or adopted State; and then to follow with an incomplete list of those, whose labors along the lines of Poetry, Fiction and Essay, have come into literature in the form of books.

We make no pretense to cover the ground fully, but hope that what is here given will stimulate teachers and students to go into the subject more deeply.

The great fields of History and Science, we have left untouched—though many Marylanders have produced books on these subjects, especially the latter, that have attracted much attention throughout the civilized world.

EDGAR ALLAN POE.

Though born in Boston, January 19, 1809, while his parents were filling an engagement at one of the theatres, and having spent sixteen years of his boyhood with the family of John Allan, a prominent Richmond merchant who adopted him after his mother's death—Edgar Allan Poe is rightly considered a Marylander. His grandfather, General David Poe, was a Baltimorean of some Revolutionary note. His father, after being educated in private schools of Baltimore, took up the study of law, but soon abandoned it for the stage. His mother was born at sea of English parents and, like his father, was attracted by the footlights, where she won considerable prominence in such leading roles as Ophelia and Cordelia.

The father and mother both died in Richmond within a few weeks of each other when Edgar was but two years old.

Mr. and Mrs. Allan, the parents of his adoption, were wealthy, refined and cultured. There is no doubt but what their intentions toward the child were always the best, but the influences to which he was subjected were such as to exaggerate rather than to subdue his erratic hereditary tendencies. They never lost an opportunity to show him off to their friends, who always applauded his precocious brilliancy.

In 1816 the Allans went to England and Edgar was placed in a school at Stoke Newington, a suburb of London. The five years spent here forms the foundation of his education since at no other school, subsequently attended, was his application constant and uninterrupted.

On his return to Richmond in 1822, he was placed in the Richmond Academy, where, with but little study, he seems to have been able to lead his class, and thus lost the studious habits acquired at Stoke Newington.

February 1, 1826, he entered the University of Virginia, where he remained one full session and showed much efficiency in the languages and such subjects as suited his fancy. We have the word of Mr. Wertenbaker, Secretary of the Faculty, that Poe had not at this time, as has been claimed, acquired the drink habit, but that he did display a mania for gambling, lost heavily and became involved in debt; which fact probably accounts for Mr. Allan's having placed him in his own office, and not permitting him to return to the University.

The counting room proved too monotonous for a young man of his temperament. He consequently decided to cut the anchor rope and drift. Then began a most remarkable life of alternating sunshine and shadow,—with far more shadow.

He now went to Baltimore and later to Boston, where he published (1827) his first little volume of verse. This attracted, at the time, but little attention, so in June he departed for Europe, returning to Richmond in 1829. We have no details of this journey.

In the same year, he published at Baltimore a second volume of poems, which was better received.

July 1, 1830, through the influence of Mr. Allan and others, he was admitted to West Point. His strange, weird, melancho'y temperament could not be reconciled to the rigid discipline of the Academy. He grew discontented and was dismissed on account of, it is believed, purposely violating certain of the rules. He immediately published in New York a third volume of poetry, which he dedicated to the "Cadets."

The next three years were probably spent in Baltimore in a rather uneventful way, and here in 1833 he won a prize of $150.00 offered by a local periodical for the best story and poem—John P. Kennedy being one of the judges.

In December, 1835, he became editor of the Southern Literary Messenger, and in the following May married his cousin, Virginia Clemm, of Baltimore.

The next ten years of his life were spent in Baltimore, Philadelphia, or New York, where, in rapid succession, he was on the staff, or editor-in-chief of many of the leading magazines of the country. His connection with them almost always increasing their subscription. We have no evidence that this shifting from one post to another was due to dissipation or quarrels with those who employed him, as has been charged, but simply to his inability to be contented long under any set condition.

Among the magazines with which he was connected during this period were: "Gentlemen's Magazine," Philadelphia; "Graham's Magazine,"

Philadelphia; "Evening Mirror," New York, and "Broadway Journal." His literary criticisms published in their columns were so honest that they made for him many enemies among his contemporaries. This was, by far, the most productive period in both story and verse,—"The Raven," being published 1845, in the "Evening Mirror," for which he received ten dollars.

January 30, 1847, his wife died in their humble little home at Fordham on the Hudson, where they were then living. This was a blow from which he never fully recovered. Notwithstanding their extreme poverty, his beautiful young wife and Mrs. Clemm, who proved a good mother to them both, always succeeded in maintaining a neat, artistic and inviting home, which made the home-life of the family very pleasant.

During the next two years he visited Lowell, Providence and Richmond, delivering lectures and giving readings—always receiving great ovations.

After leaving Richmond, September 30, 1849, presumably for New York, he was next found by friends, October 4th, in an unconscious condition on Light street, Baltimore. He was carried to a hospital where he died October 7th.

His characteristic features can be seen by the throngs of the busy street, cut in the block of granite, which marks his resting place in the corner of the little churchyard at Fayette and Green streets, Baltimore.

There are many who make new combinations of thought, or sing the old songs to different tunes, adding beauty and grandeur, but the creative genius, who originates the new, is as rare in literature as elsewhere. In American literature, Poe occupies this position almost alone.

Numerous complete collections of his works and extensive biographies can be found in any book store or library.

ANNABEL LEE.

It was many and many a year ago.
In a kingdom by the sea,
That a maiden there lived whom you may know
By the name of Annabel Lee;
And this maiden she lived with no other thought
Than to love and be loved by me.

I was a child and she was a child,
In this kingdom by the sea,
But we loved with a love that was more than love,
I and my Annabel Lee;
With a love that the winged seraphs of heaven
Coveted her and me.

And this was the reason that, long ago,
In this kingdom by the sea,
A wind blew out of a cloud, chilling
My beautiful Annabel Lee;
So that her highborn kinsmen came
And bore her away from me,
To shut her up in a sepulchre
In this kingdom by the sea

The angels, not half so happy in heaven,
Went envying her and me;
Yes! that was the reason (as all men know,
In this kingdom by the sea)
That the wind came out of the cloud by night,
Chilling and killing my Annabel Lee.

But our love it was stronger by far than the love
Of those who were older than we,
Of many far wiser than we;
And neither the angels in heaven above,
Nor the demons down under the sea,
Can ever dissever my soul from the soul
Of the beautiful Annabel Lee.

For the moon never beams without bringing me dreams
Of the beautiful Annabel Lee;
And the stars never rise, but I feel the bright eyes
Of the beautiful Annabel Lee;
And so, all the night-tide, I lie down by the side
Of my darling—my darling—my life and my bride,
In her sepulchre there by the sea,
In her tomb by the sounding sea.

ELDORADO.

Gayley bedight,
A gallant knight,
In sunshine and in shadow,
Had journeyed long,
Singing a song,
In search of Eldorado.

But he grew old,
This knight so bold,
And o'er his heart a shadow
Fell as he found
No spot of ground
That looked like Eldorado.

And, as his strength
Failed him at length,
He met a pilgrim shadow:
"Shadow," said he,
"Where can it be,
This land of Eldorado?"

"Over the Mountains
Of the Moon,
Down the Valley of the Shadow,
Ride, boldly ride,"
The shade replied,
"If you seek for Eldorado!"

JAMES RYDER RANDALL.—The Author of *Maryland, My Maryland.*

Born in Baltimore January 1, 1839, he received his early education there in private schools, having had at one time for his instructor Prof. Joseph H. Clarke, who had previously taught Edgar Allan Poe in Richmond.

At the age of ten, he entered Georgetown College, District of Columbia, where, near the close of his senior year, an attack of pneumonia prevented his graduation. After a trip to Brazil and Florida for his health, we find him, in 1859, a clerk in a ship-broker's office at New Orleans, where he wrote during his leisure hours for the local papers.

The next year he became the teacher of English and Latin in Poydras College, a hundred miles or more up the State from New Orleans. It was while there, in 1861, that he (after reading on the previous day a newspaper account of the attack made by the citizens of his native Baltimore upon a Massachusetts Regiment, while passing through that city to join the Union Army near Washington) arose from his bed in the dead of night and, in a few short minutes, wrote what Holmes has declared to be the greatest war lyric of any Nation—Maryland, My Maryland.

During the war he was enthusiastic for the cause of the South and served in the Ordnance Department of the Confederate Army.

His great hope was to spend his last days in Maryland, but his editorial duties, to which he had given much time, seemed to hold him in the South, where he died January 15, 1908, at his home in Augusta, Georgia, not long after his return from a visit to his native city and State.

Randall's life was not given to literature, his poems being purely incidental. Aside from the classic that is here given and by which he is known, "At Arlington" is probably his best.

A beautiful little volume, recently published by the John Murphy Company of Baltimore, gives more than sixty of his poetic selections.

MARYLAND, MY MARYLAND.

The despot's heel is on thy shore,
Maryland!
His touch is at thy temple door,
Maryland!
Avenge the patriotic gore
That flecked the streets of Baltimore,
And be the battle queen of yore,
Maryland! My Maryland!

Hark to a wand'ring son's appeal,
Maryland!
My mother State! to thee I kneel,
Maryland!
For life and death, for woe and weal,
Thy peerless chivalry reveal,
And gird thy beauteous limbs with steel,
Maryland! My Maryland!

Thou wilt not cower in the dust,
Maryland!
Thy beaming sword shall never rust,
Maryland!
Remember Carroll's sacred trust,
Remember Howard's warlike thrust,—
And all thy slumbers with the just,
Maryland! My Maryland!

Come! 'tis the red dawn of the day,
Maryland!
Come with thy panoplied array,
Maryland!
With Ringgold's spirit for the fray,
With Watson's blood at Monterey,
With fearless Lowe and dashing May,
Maryland! My Maryland!

Come! for thy shield is bright and strong,
Maryland!
Come! for thy dalliance does thee wrong,
Maryland!
Come to thine own heroic throng,
That stalks with liberty along,
And gives a new Key to thy song,
Maryland! My Maryland!

Dear Mother! burst the tyrant's chain,
Maryland!
Virginia should not call in vain,
Maryland!
She meets her sisters on the plain—
"Sic semper!" 'tis the proud refrain
That baffles minions back again,
Maryland! My Maryland!

I see the blush upon thy cheek,
Maryland!
But thou wast ever bravely meek,
Maryland!
But lo! there surges forth a shriek
From hill to hill, from creek to creek—
Potomac calls to Chesapeake,
Maryland! My Maryland!

Thou wilt not yield the Vandal toll,
Maryland!
Thou wilt not crook to his control,
Maryland!
Better the fire upon thee roll,
Better the blade, the shot, the bowl,
Than crucifixion of thy soul,
Maryland! My Maryland!

I hear the distant thunder hum,
Maryland!
The Old Line's bugle, fife, and drum,
Maryland!
She is not dead, nor deaf, nor dumb—
Huzza! she spurns the Northern scum!
She breathes! she burns! she'll come! she'll come!
Maryland! My Maryland!

SIDNEY LANIER.

Unfortunately for the literature of the South, its second great personality, like the first, was forced by disease to end an eventful journey of much hardship and but little reward within sight of the fortieth milestone.

Sidney Lanier was born at Macon, Georgia, February 3, 1842. His parents were both descendants of the Huguenots, who had early settled in that section. In childhood he showed a great liking and talent for music and learned to perform well upon a number of instruments with but little instruction.

After spending four years in Oglethorpe University, he graduated as the leader of his class at the age of eighteen, and in the next year became a tutor in the same institution. The war, now breaking out, he, with his younger brother, entered the Confederate Army as a private. His faithful service as such merited promotion, which was several times offered him. This he declined because it would have necessitated a separation from his brother. He saw active service in many battles around Richmond, and spent five months in a Northern prison during the last year of the war. After being released at the close of the war, he made his way back to his home on foot—his flute being his only companion. The seeds of consumption had already taken root in his rather delicate frame and his return home was, consequently, followed by a severe illness, during which his mother died from the same cause which was to end his brilliant career sixteen years later.

His passion for music and literature had been constantly increasing throughout these years, and in 1867 he published his first literary production—"Tiger Lilies."

It was during this year, while teaching a country school in Alabama, that he married Miss Mary Day of his native town. The following year, he returned to Macon in very bad health and began the study, and later the practice, of law with his father. He was not long in realizing, however, that this was not the work for which he was intended. He had written, previous to this time, a number of poems, which—if they did not come up to his ideal—made him realize the possibilities that were within himself; and in 1873 he fully determined to devote the remaining years of

his life, which he realized could not be many, to the arts which he now felt possessed him.

He also realized that his native town did not furnish the institutions of learning, the libraries, and literary and musical associates that would so much aid him in the artistic pursuits he had determined upon. In search of such a literary centre, he went to New York and other Northern cities, but in December, 1873, he came to Baltimore to play first flute for the Peabody Symphony Concerts. He was now considered by many musicians the best flute player in the world.

Baltimore now became his permanent home, where the remainder of his life presents a most pathetic struggle—fighting his dread disease, attending rehearsals and concerts, studying and writing verse during the intervals between his prostrating hemorrhages.

His name was almost unknown and his verses did not find a ready market. His struggle became more intense on account of his limited means and his father, by letter, pleaded with him to return to Macon, but his attachment for Baltimore and his determination of purpose held him here. In reply to his father, he said: "If you could taste the delicious crystalline air, and the champagne breeze that I have just been rushing about in, I am equally sure that in point of climate you would agree with me that my chance for life is ten times as great here as in Macon." There was nothing left for his father and brother to do, but to help as far as their means permitted. This they cheerfully did.

The publication in Lippincott's Magazine of his poem "Corn," attracted much attention and won him many admirers—among them Bayard Taylor, at whose suggestion he was called upon to write the Opening Cantata for the Centennial Exposition at Philadelphia. This brought him well before the public.

In 1876 he was joined by his family, which seemed to give him renewed inspiration, and with the exception of short trips in summer to Pennsylvania, and one in winter to Tampa, Florida, he spent the next three years in Baltimore struggling on with his pen and flute, lecturing and making a special study of Anglo-Saxon Literature and English Verse.

On his birthday, February 3, 1879, came the announcement from President Gilman, of the Johns Hopkins University, that he had been appointed as lecturer on English literature at that institution. This gave him the first assured income since his marriage.

During the following summer he wrote his "Science of English Verse," which still stands as the best treatise on that subject.

A severe illness forced him to abandon his second course of lectures at the Hopkins and in the summer of 1881 he sought relief in the mountains of North Carolina, where the end finally came on September 7th. His remains now rest in Greenmount Cemetery, Baltimore.

Maryland cannot claim the nativity of this brave genius, but she can claim the entire portion of his life that was given wholly to literature, and, with the exception of a very few, his poems were all written in Baltimore.

Charles Scribner's Sons have published, 1908, a new edition of his

poems, which contains in addition to a charming biography by W. Hayes Ward, about one hundred poetic selections.

ODE TO THE JOHNS HOPKINS UNIVERSITY.

Read on the Fourth Commemoration Day, February, 1880.

How tall among her sisters, and how fair,—
How grave beyond her youth, yet debonair
As dawn, 'mid wrinkled Matres of old lands
Our youngest Alma Mater modest stands!
In four brief cycles round the punctual sun
Has she, old Learning's latest daughter, won
This grace, this stature, and this fruitful fame.
    Howbeit she was born
    Unnoised as any stealing summer morn.
From far the sages saw, from far they came
And ministered to her,
Led by the soaring-genius'd Sylvester
That, earlier, loosed the knot great Newton tied,
And flung the door of Fame's great temple wide
As favorable faries thronged of old and blessed
The Cradled princess with their several best,
    So, gifts and dowers meet
    To lay at Wisdom's feet,
These liberal masters largely brought—
Dear diamonds of their long-compressed thought,
Rich stones from out the labyrinthine cave
Of research, pearls from Time's profoundest wave
And many a jewel brave, of brilliant ray,
Dug in the far obscure Cathay
    Of meditation deep—
    With flowers, of such as keep
Their fragrant tissues and their heavenly hues
Fresh-bathed forever in eternal dews—
    The violet with her low-drooped eye,
    For learned modesty,—
The student snow-drop, that doth hang and pore
Upon the earth, like Science, evermore,
And underneath the clod doth grope and grope,—
The astronomer heliotrope,
That watches heaven with a constant eye,—
The daring crocus, unafraid to try
(When Nature calls) the February snows,—
And patience's perfect rose.
Thus sped with helps of love and toil and thought,
Thus forwarded of faith, with hope thus fraught,
In four brief cycles round the stringent sun
This youngest sister hath her stature won.

    Nay, why regard
The passing of the years? Nor made, nor marr'd,
By help or hindrance of slow Time was she:
O'er this fair growth Time had no mastery:
So quick she bloomed, she seemed to bloom at birth,
As Eve from Adam, or as he from earth.
Superb o'er slow increase of day on day,
Complete as Pallas she began her way;
Yet not from Jove's unwrinkled forehead sprung,
But long-time dreamed, and out of trouble wrung.
Fore-seen, wise-plann'd, pure child of thought and pain,
Leapt our Minerva from a mortal brain.

And here, O finer Pallas, long remain,—
Sit on these Maryland hills, and fix thy reign,
And frame a fairer Athens than of yore
    In these blest bounds of Baltimore,—
    Here, where the climates meet
That each may make the other's lack complete,—
Where Florida's soft Favonian airs beguile
The nipping North,—where nature's powers smile,—
Where Chesapeake holds frankly forth her hands
Spread wide with invitation to all lands,—
Where now the eager people yearn to find

The organizing hand that fast may bind
Loose straws of aimless aspiration fain
In sheaves of serviceable grain,—
Here, old and new in one,
Through nobler cycles round a richer sun
O'er-rule our modern ways,
O blest Minerva, of these larger days!
Call here thy congress of the great, the wise,
The hearing ears, the seeing eyes,—
Enrich us out of every farthese clime,—
Yea, make all ages native to our time,
Till thou the freedom of the city grant
To each most antique habitant
Of Fame.—
Bring Shakspere back, a man and not a name,—
Let every player that shall mimic us
In audience see old godlike Aeschylus,—
Bring Homer, Dante, Plato, Socrates,—
Bring Virgil from the visionary seas
Of old romance,—bring Milton, no more blind,—
Bring large Lucretius, with unmaniac mind,—
Bring all gold hearts and high resolved wills
To be with us about these happy hills,—
Bring old Renown
To walk familiar citizen of the town,—
Bring Tolerance, that can kiss and disagree,—
Bring Virtue, Honor, Truth, and Loyalty,—
Bring Faith that sees with undissembling eyes,—
Bring all large Loves and heavenly Charities,—
Till man seem less a riddle unto man
And fair Utopia less Utopian,
And many peoples call from shore to shore,
The world has bloomed again, at Baltimore!

Baltimore, 1880

FRANCIS SCOTT KEY.

Francis Scott Key was born August 1, 1779, on his father's estate, Frederick County, Maryland. He was descended from a prominent Colonial family who had emigrated from England prior to the Revolution—his grandfather, Philip Key, having taken part in that struggle as a lieutenant in a Maryland Company.

Key, like the author of Maryland, My Maryland, was not a devotee to literature, he having made law his chosen profession and in this won an enviable reputation.

Graduation from St. John's College at Annapolis completed his general education. He studied law with his uncle, Philip Barton Key, in Baltimore, and, after having been admitted to the bar, returned to his native county to practice in Frederick City. After a short time he moved to the District of Columbia. Here he rapidly rose to the top in his profession, and in 1833 was appointed by President Jackson, United States Attorney for the District of Columbia. He was reappointed to this position in 1837, and again by Van Buren, when he became president.

In the early forties, he retired to his native city, Frederick, and on January 11, 1843, he died in Baltimore of pneumonia, while visiting his daughter, Mrs. Charles Howard.

The story of how, in 1814, while detained on a British war vessel during the bombardment of Fort McHenry, he wrote our National Song—The Star-Spangled Banner—is too well known to repeat here. This is unquestionably his masterpiece of verse. His other poems do not possess

great merit, though several of his hymns have become popular.

A collection of his poems made by Rev. Henry V. D. Johns, of Baltimore, and published in New York, is now out of print.

THE STAR-SPANGLED BANNER.

Oh! say can you see by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars through the clouds of the fight
O'er the ramparts we watched, were so gallantly streaming!
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there;
O, say, does that Star-Spangled banner yet wave
O'er the land of the free, and the home of the brave?

On that shore dimly seen through the mist of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, now conceals, now discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream;
'Tis the Star-Spangled banner; O, long may it wave
O'er the land of the free, and the home of the brave!

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion
A home and a country should leave us no more?
Their blood has washed out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight, or the gloom of the grave;
And the Star-Spangled banner in triumph doth wave
O'er the land of the free, and the home of the brave.

Oh! thus be it ever, when freemen shall stand
Between their loved home and the war's desolation!
Blest with victory and peace, may the heaven-rescued land
Praise the Power that hath made and preserved us a nation!
Then conquer we must, when our cause it is just,
And this be our motto—"In God is Our Trust."
And the Star-Spangled banner in triumph shall wave
O'er the land of the free, and the home of the brave.

RICHARD MALCOM JOHNSTON.

(A Biographical Sketch by a Personal Friend—Alex. S.)

No writer, whose works can be considered as a lasting addition to our literature, has been as well known to Baltimoreans, as the author of the Dukesborough Tales—for he dwelt among us more than thirty years, and it was here that he died in 1898. Very many of us, especially residents of North Baltimore and Waverly, can remember the tall spare form, the white hair, ruddy complexion, and genial smile of Colonel Johnston—as Colonel he was known, and so called by all his neighbors, but it is doubtful if he ever commanded a regiment. However that may be, it was with the pen he made his mark, not with the sword.

His manner was distinctly that of a Southern gentleman of ante bellum days—dignity, courtesy, and cheerful good nature, being conspicuous.

We learn from his autobiography—which can be found in the Pratt Library—that he came to Maryland in June, 1867, having lived previously in Georgia, where he was born, 1822, in the County of Hancock, near a village called Powelton—to which he has given the fictitious name of Dukesborough.

At his country home—Pen Lucy—a little north of Waverly, and now within the city limits, Colonel Johnston kept a boarding-school for boys, who came from the far South and mostly from his native State. Here, surrounded by broad acres of field, orchard, and woodland, with a congenial and sympathetic wife—a well-balanced family of four sons and four daughters—he must have spent years that were, if not as full of sunshine as those passed in Georgia, not without much happiness.

Later, when all of his children were grown up and some of them married—the number of his pupils being greatly reduced, chiefly in consequence, as he thought, of religious prejudice—the family removed to the house at the corner of North and Maryland avenues. There, for a short time, Colonel Johnston conducted a school, but at length gave up teaching entirely, continuing, however, his literary work and occasionally giving lectures and readings. He, unfortunately—like many other literary men—did not accumulate money, and the latter years of his life were not free from financial difficulties.

In 1896 he procured a position in the Bureau of Education at Washington—thereby adding considerably to a slender income.

Richard Malcom Johnston acknowledges the authorship of about eighty short stories—only two or three written before he came to Maryland. Many of them are published in "The Century" and other magazines. Besides the "Dukesborough Tales"—and another collection called "Old Times in Georgia"—Little Ike Templin, Mr. Absalom Billingslea, McBilly Downes and His Likes, Mr. Fortner's Martial Claims, Oguchee Cross Firings, The Primes and Their Neighbors, are all in the Pratt Library. He also wrote three novels, Old Mark Langston, Pierce Amerson's Will, and Widow Guthrie—a book of transatlantic travel, entitled Two Grev Tourists, and together with Dr. William Hand Brown, A History of English Literature, and a Biography of Alexander H. Stevens.

The Dukesborough Tales and Stories of Georgia are doubtless, in part at least, recollections of scenes and characters the author had himself seen and known—or had heard spoken of in the neighborhood of his old home. The quaint peculiarities of many of his characters, their homespun English, the not improbable and generally interesting events in their simple lives—together with much humor and a good sprinkling of wit and wisdom, is all presented in a wholesome, manly style—without any seasoning to please a morbid taste in morals or religion.

S., July 23, 1908.

FOLGER McKINSEY—The Bentztown Bard.

Folger McKinsey was born at Elkton, Maryland, August 29, 1866. His formal education was limited, but he was from youth an observer of *things*, and being fond of books, he obtained an education most useful to himself by informal means.

In 1879 his parents moved to Philadelphia and he later found employment in a publishing house there.

In 1884 he edited for some months the "Shore Gazette," of Ocean Beach, New Jersey. During the following year, he was associated with the "Cecil Whig," of his native town. In 1886 he became editor of the "Daily and Weekly News," of Frederick City, Maryland.

He is now connected with the "Baltimore Sun," and is daily contributing to its columns much clever poetry.

"A Rose of the Old Regime"—Doxey Book Shop, Baltimore, 1907—contains many of his best poems.

IN WESTMINSTER CHURCHYARD.

Arnold at Laleham sleeps in song's repose.
  Wordsworth at Grasmere, where his lake's blue wave
Kisses the footsteps of the wilding rose
  And mourns forever by the master's grave;
Keats 'mid imperial shadows of old Rome,
By Shelly's side and Cestius' crumbling dome!

Here, in this minster of our homely great,
  Scarcely remembered, but not quite forgot,
One most divinely fashioned after Fate
  For unremembering of his hapless lot,
Rests where the multitudes of toil and strife
Break by his tomb in rifts of daily life!

Unquiet spirit, in this central beat
  Of trade and traffic and the mill-wheel's roar,
Thy lips that sang so memorably sweet,
  Thy wings of song that were so strong to soar,
Thy heart that hungered for love's lost regime,
Sleep in the dreamless slumber of no dream!

Trade rumbles by, the day at apex goes
  Heedless of dust that is all deathless still
In song that lives upon the lips of rose
  And in the hearts that at its echo thrill —
Genius, be patient at the age's slight,
Thou art the light from which the world draws light!

Genius, be patient! Time neglects thy dust,
  Toil and the traffic-spirit of the time
Go thoughtlessly, but life is not unjust
  And love remembers, with a faith sublime.
The golden singers who have wandered on
To join the invisible choiring of the dawn!

Here the loud rumbling of the busy day
  May sift its sound as sifts its dust the street;
Here the green mounds with marble tablets gray,
  The rust of dew with rust of traffic meet;
But thou art tombed, O master, more than these
In an undying tomb—thy melodies!

Here mayest thou sleep, but not thy name, dear Poe!
  That is a flame that burns beyond the grave;
Far as the verges of creation go
  Thy genius leads and lights and stars the wave;
Thy song awakes, thy music charms the earth
And loud-lipped Europe first proclaims thy worth!

Yea, rest you here, immortal son of song,
  Whose life knew little of the rest it yearned,
Whose heart, too proud to murmur of its wrong,
  With music of undying beauty burned!
Love shall remember, and with faithful trust,
Wreathe the eternal roses for your dust!

—The Bentztown Bard.

A PARTIAL LIST OF MARYLAND AUTHORS.

White, Rev. Andrew.—b. London, 1579; d. 1656. Descriptions of the country and accounts of his work with the Indians, first literary work in the Colony.
Dulany, Daniel.—b. Maryland, 1721; d. Balto., 1797. Author political Essays. Lawyer.
Carroll, Charles of Carrollton.—b. Annapolis, 1737; d. 1832. Letters and essays.
Carroll, John, Archbishop of Balto.—b. 1735; d. 1817. Biography and religious essay.
Wharton, Charles H.—b. in Md. "Political Epistle of Geo. Washington."
Hall, Sarah Ewing.—b. 1761, Md.; d. 1830. Poems and magazine articles.
Wirt, William.—b. Bladensburg, 1772; d. 1834. "Life of Patrick Henry."
Shaw, John.—b. Annapolis, 1778; d. 1809. Poetry, travel, biography.
Kennedy, John Pendleton.—b. Balto., 1795; d. 1870. One of Maryland's greatest authors. Story and miscellany. "Swallow Barn," "Horseshoe Robinson." A friend of Poe.
Hewitt, John H.—b. New York, 1801; d. 1890. Lived in Balto., part playwright, "Hearts of Steel."
Calvert, Geo. H.—b. P. G. Co., 1803; d. 1889. Author many poems, plays and essays.
Latrobe, Jno. H. B.—b. 1803; d. 1891, Balto. Very prolific miscellaneous writer.
Palmer, John W.—b. Balto., 1825; d. 1906. Stories and sketches; very popular magazine writer.
Steiner, Lewis H.—b. Frederick, 1827; d. 1892. Author varied subjects; organized Enoch Pratt Library.
Browne, William Hand.—b. Md., 1828. Biography, history.
McKenny, Thomas L.—b. Hopewell, Somerset Co. Sketches, Indian narrative.
Gilman, Daniel C.—b. Conn., 1831; lived in Balto. Many books on a great variety of subjects.
Cradock, Thos.—b. England, 1778; d. Balto. Co., 1870. Poems, psalms. "Epistle to Washington."
Finley, Martha.—b. Ohio, now lives at Elkton. Author "Elsie Books" for girls.
Thomas, Richard.—b. Balto., 1854. "Echoes and Pictures" (poems), "Pineloe, or Among the Quakers."
Tyler, Samuel.—b. P. G. Co., Md., 1809; d. Washington, 1878. Essay, Biog. "Robt. Burns as a Poet and a Man," "Memoir of Roger Brooke Taney."
Jones, John Beauchamp.—b. Balto., 1810; d. 1866. Miscellaneous.
Thomas, Fred'k W.—b. S. C., 1811; d. Washington, 1866. Lived at Cambridge, Md. Journalist, prose and verse.
Vanderford, Henry.—b. Caroline Co., Md., 1811; d. 1896. Journalist, poet. "On the Mountain," a poem.
Van Bibber, Thos. Emory.—b. Balto. Co., 1812; d. 1881. Poetry, fiction, "The Flight into Egypt," a poem.
Hayward, William H.—b. Mass., 1813; d. Balto., 1876. Poet, "The Unknown Soldiers."
Ringgold, Geo. H.—b. Hagerstown, 1814; d. Cal., 1864. Poet, "Fountain Rock," "Army Weir," etc.
Carroll, Anna Ella.—b. Somerset Co., 1815; d. 1894. Political essay.
Dorsey, Anna Hanson.—b. Georgetown, D. C.; d. 1896, Md. Family, poetry, essay, drama, novel—"Guy the Leper," a poem.
Cox, Christopher C.—b. Balto, 1816; d. 1882. Lecturer, poet, "Female Education." a poem.
Wallis, S. Teakle.—b. Balto., 1816; d. 1894. Essay, biography, travel.
Dall, Chas. Henry (Rev.)—b. Md., 1816; d. 1886. Essay.
Douglas, Fred'k.—Negro; b. Talbot Co., 1817; d. 1895. Anti-Slavery Author and Orator.
Scott, David.—b. Cecil Co., 1817; d. 1885. Poet.
White, Rev. Wm. A.—b. Boston, 1821; lived in Md. Poet.
Wilby, Amelia B. Cuppuck.—b. Talbot Co., 1819; d. Ky., 1852. Poet.
Yellott, Geo.—b. Balto. Co., 1819; d. 1902. Poet, "The Maid of Peru."
Patterson, Rachel E.—Cecil Co. Poet, "The Little Streamlet."
Latimer, Mary Elizabeth.—b. London, 1822; d. Balto., 1904. Author of about twenty books—miscellaneous.
Dickinson, John.—b. Md., 1762; d. 1808. Founder of Dickinson College, Author, miscellaneous.
Ireland, Mary E. H.—b. Cecil Co., 1834. Fiction. Latest story "Otterbrook People" (1907).
Loran, Chas.—Baltimorean. Poet "Patapsco and Other Poems."
Seiss, Rev. Jos. A.—b. Fred'k Co., 1823; d. 1904. Author of about twenty books, religious subjects mostly.
Ewing, Edwin C.—b. Cecil Co., 1824. Editor, poet.
Tiffany, Osmond.—b. Balto., 1823. Story writer.
Sands, Geo. W.—b. Fred'k. Co.; d. 1874. Poet, "Mazelli and Other Poems."
Lewis, Estelle A. B.—b. Balto., 1824; d. 1880. A great poet and dramatist.
Miles, Geo. Henry.—b. Balto., 1824; d. 1871. Poet, prolific writer, "Christus and other poems."

Logan, Cornelius A.—b. Balto., 1808; d. 1853. Actor, dramatist, poet.
Archer, Geo. W.—b. Harford Co. Poet, novelist.
Tait, John R.—b. Ohio, 1834; lives in Balto. Artist, poet.
Gibbons, James (Cardinal).—b. Balto., 1834. Author, religious and moral subjects.
Bradley, Mary E. N.—b. Easton, Md., 1835; d. 1898. Author many beautiful stories for girls.
Owens, Priscilla J.—b. Balto., 1829; d. 1907. Hymns and other poetry.
Didier, Eugene L.—b. Balto., 1838. Miscellaneous, "Life and Letters of Madame Bonaparte."
Clarkson, Rev. B. F.—b. Pa., 1841; lives in Md. Hymns, poems, "The Bell of Abingdon," a poem.
Townsend, Geo. A.—b. Del.; lives in Md. Poetry, novel, biography. "The Entailed Hat."
Marine, Wm. M.—b. Balto., 1843; d. 1905. Poetry, "The Nanticoke," a poem.
Raymond, Evelyn Hunt.—b. N. Y., 1843; lived in Baltimore. Much juvenile fiction.
Simpers, Alice C.—b. Cecil Co., 1843. Stories, essays, poems.
Tabb, Rev. Jno. B.—b. Va., 1845; lives in Md. Poet.
Blanchard, Amy Ella.—b. Balto. Fiction, author of more than 40 books, mostly juvenile.
Haines, T. J.—b. 1866, Baltimorean. See stories.
Harbaugh, Thos. C.—b. Middletown, Md., 1849; now lives in Ohio. Poet, "Ballads of the Blue" (1892). "Alice of Maryland" (1904).
Kennedy, Thos.—Washington Co. Very early poet.
Kilty, Wm.—b. Maryland, 1758 (?); d. 1821. Poet, "A Story of Other Days."
Mencken, Henry L.—Baltimorean. Journalist, critic, poet. "The Philosophy of Nietsche."
Potter, Nathaniel.—b. Caroline Co., 1770; d. 1843. Founder Med. Dept. University of Md. Author, journalist.
Ridgely, Benj.—b. Caroline Co., 1861. Author, journalist. "The Comedies of a Consulate" (1905).
Rosenau, Wm.—b. 1865; Baltimorean. Author, Rabbi. "Some Ancient Oriental Academies."
Sheppard, Nathan.—b. Balto., 1834; d. 1888. Orator, journalist, essayist. "Before an Audience."
Smith, Francis Hopkinson.—b. Balto., 1838. Author, artist, engineer. "The Under Dog," "Gondola Days," many others.
Lewis, Thos. F.—b. Balto. Co., 1815; d. 1868. Journalist, poet, dramatist. "Inda and other Poems."
Perine, Geo. C.—A Baltimorean. Author. "Poets and Verse Writers of Md."
Reese, Lizette W.—b. Balto., 1856. Poet, "A Handful of Lavender."

NOTE.—The Baltimore Sun is in possession of much valuable information concerning more than five hundred Maryland authors. All books by Marylanders that are still in print and many of the out of print works can be had from the Wm. J. C. Dulany Co., Baltimore.

Report of the Committee of Seven

OF THE AMERICAN HISTORICAL ASSOCIATION TO THE COMMITTEE ON COLLEGE-ENTRANCE REQUIREMENTS OF THE NATIONAL EDUCATIONAL ASSOCIATION. (A SYNOPSIS.)

By Prof. Robt. H. Wright,

Principal Eastern High School, Baltimore.

This report was published in July, 1899, by the National Educational Association.

A full report of the Committee of Seven is published by Macmillan & Co., 1899; also in the proceedings of the American Historical Association for 1898.

The Committee of Seven was appointed in 1896 by the American Historical Association "to consider the subject of history in the secondary schools and to draw up a scheme of college-entrance requirements in history." The work done by this committee marks an epoch in the study and teaching of history in the secondary schools of America.

They held in mind the fact that, "the great majority of secondary schools are primarily not preparatory schools where boys and girls are fitted for college." Therefore "the curriculum must be prepared for the purpose of developing boys and girls into young men and women, not for the purpose . . . of fitting them with certain information which some faculty thinks desirable as a forerunner of college work."

The fact is kept constantly in mind "that schools are working in many different environments and are subject to different limitations and conditions." Therefore in an "effort to simplify the situation and to relieve the schools from their present burdens, two things are essential: (1) that the fundamental scope and purpose of the secondary schools be regarded; (2) that such elasticity be allowed that schools may fit for college and adapt themselves to local environments and local needs." There is a hearty condemnation of "a short course in general history in which an effort is made to cover the whole field of the world's progress in a single year's study." Such a general conspectus requires at least four years' work, and the four years outlined are as follows:

"I. Ancient history, with special reference to Greek and Roman history, and including also a short introductory study of the more ancient nations and the chief events of the early Middle Ages. The period may close with the establishment of the Holy Roman Empire (800), the death of Charlemagne (814), or the Treaty of Verdun (843).

"II. Mediæval and modern European history, from the close of the first period to the present time.

"III. English history.

"IV. American history and civil government."

"If only three years can be given to historical work, three of these periods can be chosen and one omitted. Such omission seems to us, (the Committee of Seven), to be wiser than any condensation of the whole. But if it seems best to compress two of the periods into a single year, one of the following plans may be wisely adopted: (a) combine English and American history in such a manner that the important principles wrought out in English history and the main facts of English expansion will be taught in connection with American Colonial and American political history; (b) treat English history in such a way as to include the most important elements of mediæval and modern European history."

The committee, however, offered several options on a three years' course, as may be seen from the following condensed statement of their recommendations:

COURSES.

FOUR YEARS' COURSE IN HISTORY.

(This has been pretty generally adopted).

First year—Ancient history to 800 A. D.
Second Year—Mediæval and Modern European history.
Third year—English history.
Fourth year—American history and civil government.

THREE YEARS' COURSE IN HISTORY.

A.

Any three of the above blocks. This plan seems to the committee better than any one of the following:

B.

First or second year—Ancient history.
Second or third year—English history, with special reference to the chief events in the history of Continental Europe.
Third or fourth year—American history and civil government.

C.

First or second year—Ancient history.
Second or third year—Mediæval and modern European history.
Third or fourth year—American history, with a consideration of the chief events in the history of England.

In the above the subject is supposed to be taught five times per week. When taught but three times per week it takes two years to be equivalent to one above.

D.

First year—Ancient history (five times per week).
Second year—English history, with reference to events in later mediæval history (three times per week).
Third year—English history, with reference to the chief events in modern European history (three times per week).
Fourth year—American history and civil government (five times per week).

E.

First year—Ancient history (five times per week).
Second year—Mediæval and modern European history (five times per week).
Third year—American history, with special reference to development of English political principles and English expansion in connection with American Colonial history (three times per week).
Fourth year—American history and civil government (three times per week).

From the foregoing it is quite clear that the committee thinks there should be one full year's work given to Ancient history.

Report of the Committee of Ten.

PRINCIPAL RECOMMENDATIONS OF THE REPORT OF THE COMMITTEE OF TEN ON SECONDARY EDUCATION.

By Prof. Howard C. Hill.

The practical unanimity of the members of the Conference, which reported to the Committee of Ten, and which were composed of representatives from the schools and colleges all over the country, shows that the report follows along the lines of thought of the active workers in the educational field. Indeed so many of the suggestions have been so far adopted and incorporated in the accepted standard of most modern education, that it would scarcely be necessary to put them afresh before a body of well-informed teachers.

However, there are some salient points in the report which may be of such especial interest to those who are now so actively and earnestly engaged in the work of development and improvement of our secondary schools, that we shall take the space to collect from the main report and from the reports of the Conferences on the several subjects, such extracts as seem to have most bearing upon our problem as it now confronts us.

In general, while many of the recommendations were radical in their nature, the spirit of the Conferences was distinctly conservative and moderate. The most radical change advocated, was by the Conferences on Physics, Astronomy, and Chemistry; Natural History, History, Civil Government and Political Economy; and Geography; who claimed that these subjects, which had been more imperfectly dealt with, should be made equal to Latin, Greek, and Mathematics in weight and influence in the schools. In a lesser degree the Conferences on English and other Modern Languages made like reports. Feeling that educational tradition was averse to, and many educators lacked confidence in, these subjects as disciplinary material, they felt the need of setting forth, at length and elaborately, what ought to be taught, in what order, and by what method.

The five subjects which the National Council of Education intended to be examined by the nine Conferences were the proper limits of the several subjects of instruction in secondary schools, the best methods of instruction, the best methods of testing pupils' attainments, the most desirable allotment of time to each subject, and the requirements for admission to college.

At this point it is well to call attention to the list of subjects which the Conferences deal with as proper for secondary schools. They are: 1. Languages—Latin, Greek, English, German and French (and locally, Spanish); 2. Mathematics—Algebra, geometry and trigonometry; 3. General history and the intensive study of special epochs; 4. Natural history—

Including descriptive astronomy, meteorology, botany, zoology, physiology, geology and entomology, most of which subjects may be conveniently grouped under the title of physical geography; and 5. Physics and chemistry. The Committee of Ten assented to this list, with some practical qualifications, both for what it includes and for what it excludes.

Below are briefly stated, as far as can be in so small a space, what the several Conferences have to say of their respective subjects, viewed from the standpoint of the first three lines of investigation, namely: proper limits, methods of instruction, and methods of testing attainments.

The Latin Conference recommend the earlier introduction of Latin into the schools; the association, by carrying on with equal steps, of the practice in writing with the practice in reading and translation; a greater variety of Latin authors for beginners, suggesting Eutropius, Gradatim and Viri Romae as introduction to, and the Lives of Cornelius Nepos as a substitute for a part or all of Caesar's Gallic War; more attention to reading aloud, to forms, syntax and order, and to "means of understanding Latin before translating." The Conference object to the common practice of putting the teaching of beginners in the hands of youngest teachers, who have the slenderest equipment of knowledge and experience; and describe and urge the importance of a higher ideal in translation. The main training in syntax should be given in connection with work in writing Latin.

The Greek Conference agree with the Latin Conference in most of their recommendations. They would not have a pupil begin the study of Greek without a knowledge of the elements of Latin. They recommend the substitution of portions of the Hellenica for two books of the Anabasis; the use of some narrative portions of Thucydides; the continuation of the study of Homer, suggesting that the Odyssey be preferred to the Iliad.

The Conference on English believe that the study of English should be pursued during all four years, having in mind both literature and training in expression of thought. To the study of rhetoric they assign one hour a week in the fourth year. To historical and systematic grammar they assign one hour a week in the fourth year. They claim that the study should be in all respects as serious and informing as that of Latin; that the best results in teaching of English in high schools cannot be secured without the aid given by the study of some other language and that German and Latin by reason of their fuller inflectional system are best suited to this end. They declare that every teacher, whatever his department, should feel responsible for the use of good English on the part of his pupils; that the study of every other subject should contribute to the pupil's training in English; and that the pupil's capacity to write English should be made available, and be developed, in every other department.

The Conference on Other Modern Languages go into the matter of these subjects in the grammar schools. As to high school work, in methods of instruction, their recommendations closely resemble those in Latin and Greek, and are practically the same, as to the course, as those of the Commission of Colleges in New England on Admission.

In that portion of their report which deals with high school subjects,

the Conference on Mathematics say that the study of formal algebra should be begun at the beginning of the fourteenth year, and pursued five times a week for one year and two and one-half times a week for the next two years. They urge attention to literal exponents and co-efficients, radicals and fractional and negative exponents, and that emphasis be laid upon the fundamental nature of the equation. In demonstrative geometry while numerical methods should be learned, pure geometrical methods should be learned first; the elements of logic should be early introduced, as this is the most elaborate illustration of the mechanism of formal logic in the entire curriculum. They close their report by urging much original construction and demonstration.

There is some diversity of opinion among the members of the Conference on Physics and Chemistry, but a large majority recommend that Physics be taught after Chemistry in the high school; that the courses should be a combination of experiments, text book work and didactic instruction, all under the careful supervision of a competent instructor; that two hundred hours each be devoted to the subjects; and that one subject pursued consecutively and thoroughly is to be preferred to a cursory study of two. One member submits a minority report strongly advocating the logic and suitability of putting Physics before Chemistry.

The Conference on Natural History recommend that the study of physiology should be postponed to the later years of the high school course, but that in the high school, some branch of natural history proper should be pursued every day throughout at least one year; they emphasize the absolute necessity of laboratory work by the pupils on plants and animals.

The Conference on History and Kindred Subjects goes more fully into the discussion of the value of their subjects as compared with the more favored ones; they advocate more time for the study of history in the high school; that it be pursued consecutively for eight years in grammar and high school with about three forty-minute periods a week each year; they favor the elimination of political economy but the teaching of elementary economic principals in connection with history and civics; they recommend much note-book work and a variety of text books for library reference work; and finally go into a discussion of methods too lengthy for condensation here.

The Conference on Geography urges a broadening of the field of so-called Physical Geography to include a general understanding of topographical maps, of pressure and wind charts, of isothermal charts, and such complicated subjects as weather predictions, rainfall and distribution of rain, storms, and the seasonal variation of the atmosphere.

The spirit of all the Conferences is to the effect that the elements of each branch should be obtained by the pupil, in the grammar school.

In regard to the allotment of time, "the Conferences acted separately and were studying each its own needs, and not the comparative needs of all the subjects." So that the tabulation of their suggestions does not yield without modification a practical program, but in every year except the first there would be more work than any pupil could follow. There-

fore, the Committee of Ten devised a schedule, adopting four as the standard number of recitations a week, believing that thus each study could yet be taught consecutively enough and extensively enough to make every subject yield the desired training. The table which follows is not regarded as a feasible program, but as a source of a great variety of programs.

TABLE III.

First Year.

Latin	5
English Literature	2
English Composition	2
	4
German and French	5
Algebra	4
History (Italy, Spain, France)	3
Applied Geography	4
Total recitations per week	25

Second Year

Latin	4
Greek	5
English Literature	2
English Composition	2
	4
German	4
French	5
Algebra*	2
Geometry	2
	4
Botany and Zoology	4
English History to 1688	3
Total recitations per week	33

*(Option of Bookkeeping and Commercial Arithmetic.)

Third Year.

Latin	4
Greek	4
English Literature	2
English Composition	1
Rhetoric	1
	4
German	4
French	4
Algebra	2
Geometry	2
	4
Physics	4
History—English and American	3
Astronomy 3p. 1st ½ yr.	
Meteorology 3p. 2nd ½ yr.	
	3
Total recitations per week	34

Fourth Year.

Latin	4
Greek	4
English Literature	2
English Composition	1
English Grammar	1
	4
German	4
French	4
Trigonometry	1
Higher Algebra	1
	2
Chemistry	4
History (intensive) and Civil Government	3
Geology and Physiology 1st ½ year	2
Anatomy and Physiology and Hygiene 2nd ½ year	2
	4
Total recitations per week	34

The Committee then present four sample courses selected from the above, the completion of any one of which, in their judgment should admit a pupil to corresponding courses in colleges and scientific schools. On the theory that all subjects are to be considered equivalent in educational rank, they think that by choosing any one of the courses, the pupil will have had four years of strong and effective mental training. (President Baker, of the Conference, objects to the theory above stated and regrets that the discussion was not confined to the table given above). The Committee

conclude their report with a plea for better trained teachers; they cite three agencies which may be better utilized; first, Summer Schools; second, Courses in Colleges and Universities for neighboring teachers; third, instruction to teachers from competent superintendents. In regard to preparing young men and women for the business of teaching, the Committee states that the country has a right to expect much more than it has yet obtained from colleges and normal schools.

The extracts given above are necessarily brief, and while the mission of the report has been so far accomplished as to make some of the recommendations now out of date, a reading of the whole report would be profitable to teachers who have not already read it.

The Committee of Ten was appointed by the National Council of Education of 1892, to select members of a Conference on each principal subject which entered into the secondary school program, and to use reports from these Conferences as a basis of a report to be submitted to the Council by them. This latter report was finally submitted to the National Educational Association on December 4, 1893, and has been known as the "Report of the Committee of Ten."

Summary of Report of Committee of Twelve

RURAL SCHOOLS.

By JOHN T. HERSHNER, Ass't Supt. Baltimore County Schools.

How the rural schools can be raised to a higher state of efficiency, is a problem agitating the minds of many educators throughout the country.

The need for improved conditions was evidenced by the National Educational Association July 9, 1895, when the Council appointed a "Committee of Twelve on Rural Schools," to investigate the conditions and to report the results together with such recommendations as the committee believed were important.

A second committee was appointed by the Association July 9, 1903, to report on "Industrial Education in Schools for Rural Communities."

These committees were composed of some of the leading educators of the country. Their reports are very comprehensive and contain so much interesting and valuable material, that every teacher and administrative officer should study their contents.

The Committee of Twelve was divided into four sub-committees with three members each, to whom were assigned four definite subjects for investigation.

The subjects were: (1) School maintenance, which was sub-divided into three parts—Revenues, Expenditures and Organization; (2) Supervision; (3) Supply of Teachers; (4) Instruction and Discipline.

The investigation was not confined to one State, nor to any particular section of the country, but to the United States.

We can readily assume that the Committee had to deal with a variety of conditions which enter into the organization and administration of rural schools. Therefore the conclusions and suggestions made by the Committee are general in character and cannot be construed as applying to every locality regardless of environment.

School Maintenance.

Any good system of public instruction is costly to maintain. The revenues are usually inadequate to support an efficient system of public education, and it is probable that the rural schools suffer most because the socialogical conditions are usually of such character as to operate with greater force upon the schools in the country districts.

The greatest amount of wealth, the ratio of wealth to the number of children to be educated, the facilities—good roads and transportation—are found in or near the cities and not in the rural sections. For these reasons, modern buildings, better equipment, trained teachers, and closer supervision can be supplied in the wealthier and more populous sections to educate the pupils at a less per capita cost.

The form of government, therefore, is a very important factor in the administration of schools.

It is not necessary, in this article, to compare the different forms of governments and the various methods of raising and distributing funds for the support of schools; it is sufficient to say, that the reports strongly urge the necessity of having larger school units of administration than the district system, which prevails in several States.

Some of the reasons for this conclusion are here given:

1. Members of school boards being selected from a county at large will be more likely to build schoolhouses where they are most needed.

2. There will be a greater equality in the distribution of funds; in the length of school terms; and in the ability of teachers.

3. Revenues can be distributed more equitably and economically.

4. Transfer of pupils is made easier.

5. Consolidation of small schools is more likely to occur, thereby securing better classification of pupils and more efficient teaching.

Let us speak more concretely. The smallest unit of school administration in the State of Maryland is the county. The subdivisions into districts are made for convenience of government and not for administrative purposes. Many of these districts are located in the rural sections of the State, and their wealth-producing powers differ widely. Many of them do not pay sufficient school-taxes to support the schools they now have, but by the county unit system the richer and more populous districts must help to support the poorer ones.

There is, however, a general tendency for the weaker sections to depend too largely upon the stronger ones for support. History reveals the fact that those counties which have depended in the main upon other sources for revenues, have made the least progress in the educational reform. One of the greatest stimuli to local pride and effort is the active participation by local authorities. What are some of the requirements necessary to improve the rural school?—

First.—A greater supply of funds is needed from the State and county. With the present supply equitably distributed throughout the districts, many schools still remain in a deplorable condition. Taxing authorities are usually willing to appropriate liberally for good schools when encouraged by the tax-payers. It seems, therefore, that the essential need is to educate the parents as well as the children. Farmers' clubs and other organizations afford excellent opportunities to discuss problems affecting school administration, to awaken local pride in the school, and to urge the support, financial and physical, in the effort to improve schoolgrounds by proper gradings and ornamentation.

Such a plan is feasible, and if successfully operated it will be an important factor in the maintenance of the school as well as the cultural effect upon the community life.

Secondly.—Small rural schools should be consolidated when social and physical conditions will permit. The reports strongly urge this as one of the most needful reforms in the rural districts. For, by consolidating

several small schools into a larger one, the conditions are made more favorable for closer supervision and for securing and retaining skilled teachers. Better accommodation and a larger equipment can be supplied and the social life of the child will be broadened by association with greater numbers.

Superintendents are quite familiar with the lifeless condition of the small country school. The numbers are not usually sufficient to stir the enthusiasm of the teacher nor to encourage the spirit of generous rivalry within the pupils.

Supervision.

Much has been said to show the superiority of the county system for administrative purposes. For supervising work it is as much too large as the district is too small.

In the State of Massachusetts, two hundred and fifty-three towns—a town is similar to a county unit—are supervised by one hundred and fifty-five supervisors. The poorer towns are given seven hundred and fifty dollars by the State when they combine for supervisory purposes. They are required by law to raise an equal amount to insure the necessary funds to engage a capable supervisor. By this plan the State is enabled to provide close supervision for ninety-three per cent. of the pupils.

A similar plan is practicable in the county unit. Several districts can be united into one supervisory territory containing as many schools as shall be necessary to engage the full time of one good man. About sixty-seven per cent. of the States require the Supervisor to visit the schools twice every year, in the remaining States they are allowed to visit the schools as often as practicable. The average time spent in the rural school is about one hour every year.

The 1907 report of the Maryland State Board of Education shows an average attendance of 79,872 white pupils and 15,774 colored pupils attending schools in the counties of the State. The counties cover an approximate area of 9860 square miles of territory. Each of the twenty-five superintendents, which includes two assistant superintendents, is required to travel over an average territory of 394 square miles to make one visit to an average of one hundred and sixty-seven teachers, teaching 3825 pupils. Such conditions are not very encouraging when close supervision requires one supervisor to have fifty to seventy teachers to supervise and to make one visit each month.

Many rural sections are so thinly populated that close supervision is impracticable. There are, however, many fields rich in opportunities for supervisory effort of the right sort. Supervisors of sub-divisions of the county should, of course, be directly responsible to the County Superintendent whose authority should extend over the entire county, in order to promote uniformity in classification of pupils, to secure equality in the distribution of funds, and to insure harmony in administrative work.

Teaching Force.

Pedagogical instruction in normal schools, colleges and universities,

has been widely extended within recent years. The influence of these institutions has awakened the professional spirit of the teaching force and developed a much higher type of teaching ability; yet it must be said that few teachers have the training necessary for teaching industrial work in the rural schools.

Several attempts have been made in this country and in foreign countries to introduce industrial work in the rural schools. The attempts have not proven very successful. The chief reason assigned was the defective education of the teachers for rural school work. It is quite evident that several problems must be solved before industrial teaching can be successfully accomplished in the small rural schools:

First.—Proper facilities must be offered to the teachers so that they may prepare for the work. This need is emphasized by the fact that the number of rural school children is about one-half of the school population of the county; and that ninety-five per cent. of these children will attend no other higher institution of learning. Rural normal schools might offer the solution to this problem, or the States might profitably dispose of some of the present normal school buildings located in the cities, and erect suitable buildings upon spacious grounds within the suburbs, where the school garden can become a practical and experimental part of the teachers' training for rural school work.

Secondly.—The isolation of the small rural school and the social conditions are usually of such a character that few skilled teachers will remain for any length of time. An improved system of road building will in a large measure reduce these barriers to educational progress.

Thirdly.—The financial reward for services as teacher of the small country school is poor; and until better salaries are paid to these teachers and the power of appointment is vested in the administrative authorities of the county we cannot expect to retain in these schools skilled teachers who show especial aptitude for this work.

Industrial Education.

It is generally conceded by modern educators, that a school system which fails to utilize the environments of the children as a means to educate them, is faulty. If the children cannot bring the knowledge acquired in the school to bear upon the problems entering into their experiences at home, it will have little practical value to them. It is very evident that this power is best obtained by requiring that an active participation in working out some of the problems of home life shall be a part of the school work.

The value of this character of training is set forth in the following reasons:

First.—It deals with the physical as well as the mental and moral activities of the child. The discipline of many a school has been wrecked because this phase of the child's nature was not considered.

Second.—Personal observation of the conditions and processes, and participation in working out the problems of farm life develop stronger

mental pictures than any verbal description can possibly do. The language work of the child is strengthened, because he talks and writes most intelligently regarding things he sees best.

His knowledge of the facts in geography, arithmetic and science are much greater, and much more usable because they have been taught in a more practical way.

Third.—The practical utility of such work will unite the home and the school into closer sympathy with each other. If we believe the truth of these statements, it is time to depart from the do-nothing policy of the past, and begin to formulate plans for the realization of these ideals.

Report of the Committee of Fifteen.

A SUMMARY OF THE REPORT OF THE COMMITTEE OF FIFTEEN. DEPARTMENT OF SUPERINTENDENCE, NATIONAL TEACHERS' ASSOCIATION.

By Miss Sarah E. Richmond.

TRAINING OF TEACHERS.

Educational methods are based on a profound philosophy. A study of this philosophy and its application under expert guidance are necessary to skill in teaching. To give this expert guidance normal schools and training classes are established.

Whether academic studies have a legitimate place in a normal school is a debatable question. In the ideal normal school only the science and the art of teaching are considered in the course of study.

The diploma of a reputable high school whose course is four years, or attainments equivalent to the same, should be essential for admission into the normal school or training class.

The course of study should embrace: (a) the science of teaching; (b) the art of teaching. In the science of teaching are included (1) Psychology; (2) Methodology; (3) School economy; (4) History of education, the last two not being studied too extensively in the training of teachers for the elementary schools.

Practice Teaching. Training to teach requires (1) schools for observation, and (2) schools for practice. Observation should precede practice, and form an occasional exercise during practice teaching. The instruction observed should be skillful, and the observation should be under the charge of the teacher of methods, who discusses with the pupil-teachers the salient points, the whys and wherefores, of the work observed.

Practice teaching should be under the direction of a critic teacher and should be under two conditions: (1) The pupil-teacher should begin with small groups of children in a room apart from the schoolroom. This gives her confidence, and a better opportunity to study the child's efforts to receive and assimilate new ideas; (2) The pupil-teacher should have independent charge for a considerable time of a schoolroom with a full quota of pupils, that she may have the experience of teaching and disciplining at the same time. The critic-teacher should have daily conferences at the close of school with her pupil-teachers regarding their experiences, advising, helping, encouraging and inspiring them.

Length of Training School Course.—Three elements determine the time to be spent in a normal or training school course: (1) the time given to academic studies; (2) the time given to professional studies; (3) the time given to practice teaching. The time given to practice teaching must

not be too short else the crude efforts of many teachers practicing upon the same set of pupils will be serious to the pupils and will not give sufficient experience to the pupil-teacher. It were better to allow for practice teaching a half year under each of two critic-teachers of equal merit but different personalities. This added to one year of theoretical work would make the merely training school course two years.

Training for teaching in secondary schools.—It is a growing conviction that teachers for secondary schools should have sound professional training also. The training is essentially the same in many respects but it needs to be carried further and to be on a more extended basis.

II. The Correlation of Studies in Elementary Education.

The committee understands by correlation of studies, I. The logical order of topics and branches; II. Symmetrical whole of studies in the world of human learning; III. Psychological symmetry; IV. Correlation of pupil's course of study with his environment.

In IV the committee has used the practical and objective basis of selection of topics rather than the psychological or subjective basis because the latter would furnish a training for the spiritual powers without leading to an exercise of acquired power in the interests of civilization.

The Course of Study—Educational Values.

(a) Language studies.—Language rightfully forms the centre of instruction in the elementary schools because through it all other learning is possible. Learning to read and write should be the leading study of the pupil in the first four years of school life. In teaching reading, stress should be laid on the meaning of the word rather than the form. As soon as the child can read colloquial matter with some ease, let the reading lessons be selections from standard authors—the selections being graded according to the number of new words in them.

A third phase of language study in the elementary school is formal grammar. Its educational value is both objective and subjective—objectively it shows us the structure of language and the logical forms of subject, predicate and modifice; subjectively it is a discipline in subtle analysis, classification and making definitions. But in the elementary course grammar must be subordinated to literature. The spiritual form of a literary work of art must never be sacrificed to elements employed as texture, as is often done in analysis and parsing. Literature trains the child in a higher and better English style, grammar does not. It is through literature, too, the pupil chiefly receives his aesthetic training.

(b) Arithmetic. —Mathematics claims the second place in importance of studies. It is the science of all quantity. Its elementary branch is arithmetic. With right methods and a judicious use of time, five years, beginning with the second school year, are sufficient for the mere study of arithmetic. But one lesson a day should be given. Any more than this will give the mind a bent toward thinking quantitatively rather than qualitatively. In the seventh and eighth school years arithmetical problems—whose solution is reached through indirect data—should be solved algebraically.

(c) Geography.—About one-half the material in geography relates to the earth's inhabitants. This suggests that the industrial and commercial idea should be the central idea in teaching it. Beginning with the study of cities and their industries, the pupil is led through inquiries into causes and conditions to the sources of raw materials, the methods of production, climatic and other conditions that cause their growth; thus making it possible to introduce physical geography early in the course.

(d) History.—The value of history practically and psychologically is less in the beginning and greater in the end than geography. To teach history properly is to open the eyes of the pupil to the true nature of freedom—freedom through obedience to just laws enforced by a strong government. The history of one's own nation should be taught in the elementary schools. The study of the classic period—the epochs of discovery, of colonization, of growing interrelation of the colonies, of the Revolution—of United States history should be studied intensively in the seventh and eighth school years, and the pupil should be taught to look at an event from several standpoints. This should be followed in the final year by a ten or fifteen weeks' course in the outlines of the Constitution.

Oral lessons—one a week—should be given on the salient points of general history, in the elementary school. These lessons should be sixty minutes long so as to permit a more systematic treatment of the subject.

(e) Other Studies.—Drawing, the various branches of natural science, vocal music, manual training, physical culture, may claim a place in the elementary school.

Drawing trains the hand and eye; science trains in habits of observation and systematization. Oral lessons in science—beginning with some phase of child-life—not only broadens the child's views of the world but opens the door to a special department. This is an age of machinery. A course of training in wood and iron will help the boy in the knowledge and use of machines; while instruction in cooking and sewing will help the girl in household management.

Systematic physical exercises have their value in developing unused muscles; as an aid toward acquiring grace in the use of the limbs, and for the help they give towards the class discipline. These exercises must not take the place of the recess in the open air.

Instruction in morals and manners must be given in a brief series of lessons each year with a view to build up in the mind a theory of the conventionalities of polite and pure-minded society.

The School Program.—There should be as far as possible, alternations of study hours and recitations. Studies requiring the clearest thought should be taken up in the morning, while lessons making large demands upon the thinking powers should be separated by lighter studies.

An hour of sixty minutes—or its equivalent—each week, should be assigned for each of the following subjects throughout the eight years: physical culture, vocal music, oral lessons in natural science, oral lessons in geography and general history. The same amount of time should be given to drawing, beginning with the second year, to manual training dur-

ing the seventh and eighth years—the boys to have work in wood and iron, the girls to have cookery and sewing.

Two or more short lessons in reading each day should be given in the first and second years, and one lesson each day in the other years. After the third year the reading lesson should be given to selections from classic authors of English and that the work of recitations should be divided between (a) the elocution, (b) the grammatical peculiarities of the language, including spelling, etc., and (c) the literary contents. In and previous to the fourth year the work in elocution should aim to secure distinct enunciation and correct pronunciation.

In teaching language care must be taken that the pupil practices much in writing exercises and original compositions, aiming for growth in thought and expression. Indeed in all studies the pupils' best efforts in this respect should be required. It is not meant by this to stop the pupil abruptly for the correction of a solicism, but that tangled and vague expression should be removed through the elucidation of the thought.

Methods and Organization —The specialization of teachers should not be attempted before the seventh or eighth year of the elementary school, and then in not more than one or two studies. This allows the work to be so correlated that no one study receives undue attention, and the ethical training of the pupil can be carried on more successfully.

Promotion.—Pupils should be promoted whenever they have completed the work of the grade, or whenever there is good evidence that the work of the grade is too low for their mental development.

III. The Organization of City School Systems.

The plan of organization of a school system should be founded upon a desire for good schools, an up-to-date knowledge of what will make them good and an intelligent idea of the prospective needs of the community.

In every school system there are two departments—legislative and administrative. Between the functions of the one and the duties of the other there should be a sharp distinction.

The functions of the legislative department should be clearly defined by statute law. It should determine the policy of the school system, levy taxes within a reasonable amount for the support of the schools, control expenditures, authorize appointments—but make none outside its own clerks. It should act through recorded resolution only. The number of its members should be few. They should be representative of the educational interests of the whole city, free from party or religious bias in their action, and selected for their especial fitness for the place. It were better to delegate the power of appointment to this department to one person—the Mayor seems best.

The administrative duties should be separated into two independent departments whose executives should be sympathetic in their duties, have adequate authority, and should be held to quick public accountability. The executive of the business department should be the custodian of all school property; he should have power to make contracts and he should see they

are faithfully carried out; he should make all appointments of business employees authorized by the board, and should have the power to expend a limited sum for repairs without the action of the board. He should be ex-officio a member of the Board. He should be under bond for the faithful discharge of his duties. It were better he should not owe his appointment to the legislative board.

The executive officer of the department of instruction should have charge of the whole matter of instruction. He may be appointed by the board or by the business executive and his term of office should be long enough for him to lay foundations and to show results. He should have the power to appoint from an eligible list all teachers whose appointments are authorized by the board, and to change or remove them at his discretion. He should have a liberal education, be professionally strong, courageous, tactful, and should have a keen sense of justice. To secure the best results he should know the working power and characteristics of every member of the teaching force, and should be in close and sympathetic touch with the teachers.

On the eligible list there should be found only the names of those candidates who have passed the required examination; and in addition have taught three years, or have had one year's training in a city training school whose requirement for entrance is the diploma of a reputable high school or its equivalent.

Teachers who show teaching power, amiability and growth should be awarded with the highest positions; those who are incapable or undesirous of growth must be retired.

Topic Outline for Higher Grades.

THE COTTON INDUSTRY.

By Clarence G. Cooper, *Govans, Baltimore County, Md.*

(The following outline shows how an industrial activity may be applied to the course of study, and may serve as a basis for work during a scholastic year).

I. Cotton Farm or Plantation.	
1. Location.	Geography and Nature Study.
a. Size.	Agriculture.
2. Climate.	Atmospheric Conditions.
3. Soil.	Language.
4. Planting.	
5. Cultivation.	Arithmetic.
6. Gathering.	Music.
a. Yield.	
7. Comparison of cotton farm with truck farm of the community; also comparison of cotton with corn.	
8. Ginning.	History, Manual Training, Arithmetic.
a. Labor considered in connection with this topic.	
9. Baling.	Manual Training.
10. Planter and his problems.	Political Economy.
II. Transportation to Factory.	
1. Location of factory.	Geography.
a. Consideration of factories springing up in the South.	
2. How carried to depot or seaport.	Geography, History.
a. Do plantations have private sintches?	Arithmetic.
b. Can all plantations have water-fronts?	Geography.
c. Oxen as beasts of burden. Later means of hauling.	
3. Means of Transportation.	Arithmetic, Geography, History.
a. Railroads.	
b. Water routes.	
III. Manufacture of Cotton Cloth, Manual Arts and Arithmetic.	
1. Where manufacturer purchases cotton.	History and effects of inventions.
2. Kinds of cotton; where raised. History of plant.	Geography, History.
3. Steps in prices.	
4. Labor.	Current Events.
IV. Excursion to Factory.	
1. Knowledge gained to serve as basis for Language and Manual Training.	

a. Building of factory and sample machines.
b. Weaving, carding, etc.
c. Discussion of what to look for—preceding excursion.

V. Influence of Cotton on Commerce.
1. Amount of crop exported.
2. Countries receiving cotton from U. S.; and foreign production.
3. Countries supplying cotton cloth.
4. Effect on trading.
5. Tariff, how and why collected.
a. Basis of study for taxes and taxation.

Topic V may serve as basis for Geography, History and Arithmetic.

VI. Financial Aspect.
1. Planter's profits.
2. Broker.
a. Basis for study of stocks and bonds.
3. Manufacturer's profits.
4. Consolidation of manufacturing corporations.
5. The laborer's returns.

Topic VI may serve as basis for the Elements of Political Economy and Arithmetic.

(Note): Reading and Literature, Spelling, Music and Current Events emphasized throughout. Pupils' participation in festivals, dramatizations, etc., bearing upon topic, should be encouraged.

(Note): The topic plan following the above outline illustrates the plan of teaching the various sub-topics. The topic plan given is related to I-8, Ginning of the outline.

TOPIC PLAN.

Inventions, and Effects of Cotton Gin. Grade VII and VIII.

Teacher's Main Aims:

(a) To show the demands for machines to separate seed from cotton, and how Whitney met the situation.

(b) To point out the effects of the invention of the cotton gin on the South.

(c) To develop the fact that inventions affect the history of the country, and that their effects touch our daily life.

I. Subject Matter.	I. Method.
Old experience that will help the learners to appreciate the new.	*Questions or work to help the pupils recall such part of their past experience as will cause them to desire to undertake, understand and appreciate the new.*
(a) Study of cotton boll.	(a) Applying knowledge gained by study of our last topic, take cotton from boll, as the expert hand-pickers do. What is one of the large problems that confronts the planter after his cotton is gathered?
1. Boll in hands of pupils.	Let us see how long it will take us to separate seed from our cotton.
	How does the planter have this difficult job performed? Did he ever have it done by hand? Who did it?

(b) Interesting stories leading to topic.	(b) Who has an interesting story bearing on the separation of cotton from its seeds by the negroes? (Stories given, if not by pupils, by teacher.)
Assignment—Write an account of the process of separating seed from cotton in the Colonial days, giving your own title to the review.	*Testing assignment*—What do we mean by an account? By Colonial days? Some one suggest a title that could be used for the account. Pupil's Aim: To learn how the planter met problem of rapidly getting the seed from the cotton, and what effect the solution of this problem had on the industry and the South.
II. Subject Matter.	II. Method.
The newer experiences arranged in order of familiarity, i. e., in the best order for experiencing.	*Questions and work to cause the children to experience the newer work.*
(a) Invention of cotton gin.	(a) Who made it possible to clean seed from cotton by machine? Tell what you know of circumstances leading to invention. How many can sketch the first gin used? Give verbal description of gin made by Whitney. Who can describe the improved gin? With what would you compare it?
Assignment—(1) Read from your text or other reference books what you find of importance about Whitney. Write an abstract of what you read, at the same time discuss his place among the inventors.	*Testing Assignment*—(1) What do you think the word abstract, as here used, means? What points immediately seem to be of enough importance to find more knowledge? What inventors do you now call to mind? What does the last phrase of assignment mean?
(2) Let us have a committee to make a working plan for cotton gin, and start a model in our Manual Training Department.	(2) Where may we get further information upon the construction of cotton gin? Whom shall we have on the Committee? Shall we have two Committees?
(b) Effects of Invention. 1. Industrial.	(b) 1. What effects do you think followed the invention of the cotton gin? Let us first consider the industrial effect.
(a) Confirmed plantation.	(a) Why would the planter make the raising of cotton his chief aim?
(b) Revolutionized Cotton farming.	(b) What effect would the rapid method of seeding have on the method of planting? Plowing? Fertilization? Clearing ground of stalk, etc.?

Assignment—By using text and other reference books, be prepared to discuss more elaborately the industrial effect of the cotton gin.

(c) Labor to meet demands made slaves valuable.

Assignment—(1) Select an invention with which you are conversant and show its effect on labor.

(2) Committee have models of cotton gin completed, if possible.

2. Political.

(a) Confirmed South as supporter of slavery.

Assignment—Consult our school library, your home library, or public library and give an abstract of the information you find on the political effects in the South, following the invention of the cotton gin.

3. Social.

Assignment—Note the good and bad social effects that followed this invention in the South. Be able to defend your points and give references.

III. *Results.*

The results expected from work on this topic.

(a) The ability to see the *why* in inventions or to appreciate demands for inventions.

(b) Knowledge of the great effects of the invention of the cotton gin on the South.

Testing Assignment—What points of our work covered thus far will the assignment elaborate?

(c) What effect would the invention have on labor?

Testing Assignment—(1) What invention might be used? Name one effect it has produced.

(2) How far along are the models? Can you work in the shop this P. M.?

2.

(a) How would the invention affect the South politically? What was the attitude of the North toward this question? What political situation of great moment can be traced to this invention?

(*Basis for broader study of Civil War.*)

Testing Assignment—Who can name a volume in our school library that will meet this assignment? Name the political effects that we have considered. Have these effects been a product of years, or did they immediately follow?

3. What social effects followed the invention of the cotton gin?

The planter is often classed as a member of a class known as "leisure class." How would you class him? Would you class him with our present day contractor or undertakers? What effect had this invention on the morals of the South? On education?

Testing Assignment—Have we considered any effects that we may term bad? How many think that we, as true, broad-minded citizens of the United States, can discuss this question in class, without rekindling old sectional differences?

III. *Method of Testing.*

Questions and work to test the results of I and II.

(a) Why will men give their time and their all to the bringing to pass inventions?

(b) What would be the condition of the South to-day, if there were no cotton gin?

(c) Desire to follow in like manner all important inventions, and to follow the effects of the invention of the cotton gin on the whole of the United States and the world.	(c) Are we ready to better understand the wide influence of this invention?
(d) Ability to see how the invention of the cotton gin has affected immediate daily life.	(d) How has this invention touched your life?

Probable Number and Length of Periods Required: Seven, thirty-minute periods.

OUTLINE FOR TOPIC PLANS.

Title; Previous Related Topics; Grade; Teachers' Main Aims.

I. Subject Matter.	I. Method of Teaching.
Old experience that will help the learners to appreciate the new. (That experience out of which the pupil builds his aim.)	Questions or work to help the pupils recall such part of their past experience as will cause them to desire to undertake, understand, and appreciate the new.
(Note: Place the word Assignment before parts of the topic to be worked out as study. Word these questions and exercises as they are to be written in the assignment note-books.)	(Note: Place the words Testing Assignment before questions and exercises which are intended to test the pupils' understanding of the assigned work, i. e., to see if he is ready to study for and by himself.) (Note: Pupil's aim developed. It should be stated here in the plan.)
II. Subject Matter.	II. Method of Teaching.
The newer experience arranged in order of familiarity, i. e., in the best order for experiencing.	Questions and work to cause the pupils to experience the newer work. (Note: Same as Note of I above.)
III. Results.	III. Method of Teaching.
The results expected from work on this topic. (These need not necessarily be immediately forthcoming.)	Questions and work to test the results of I and II. (Review should be re-use rather than merely restatement, and will often serve as part of I of another related topic.)

Synopsis of Bagley's Classroom Management, With Outlines.

By Geo. W. Ward, Ph. D.

Broadly speaking, there are two forces operating for the education of all persons who attend school. One of these forces consists of the institutions, customs, and social influences acting upon and unconsciously educating every individual; the other consists of the consciously educative agency of the school. But school education, again, is effected through two forces. One is the recitation, or the study, or the learning of the different branches of the curriculum. This indeed is about all that the word education itself popularly means. But trained teachers of the present day understand well that this is really only a part of school education. The other force in school education is what might be termed school environment, school practice, or school habits, in general. Thus school education has always consisted of conscious, educative exercises, such as lessons and drills, and also of a part that has heretofore been mostly unconscious, but is now coming to be seen in its true light as one of the most effective and lasting agencies of consciously directed education, namely, *classroom management*. It is this force or agency in school education which Bagley deals with in his recent book entitled, "Classroom Management."

Bagley says, "Provided that they are of an approximately equal age, ability, and degree of attainment, thirty pupils can be simultaneously trained and instructed by one teacher. This working unit of the educational system is termed a class, a grade, or a room.

"The problem of classroom management has to do with the effective treatment of this room or unit group of pupils. Primarily it is a problem of economy . . .

"From this point of view, classroom management may be looked upon as a business problem . . .

"The business conception of the school must be viewed in this perspective of means and ends. The school resembles a factory in that its duty lies in turning a certain raw material into a certain desired product. It differs from a factory in that it deals with living and active, not with dead and inert, materials . . .

"There are . . . certain activities of the school itself which exert a profound influence over the pupil's life . . . School studies are supposed to educate; the personality of the teacher is recognized as an influencing factor; and the notion is slowly growing that the physical surroundings of the pupil—the buildings, the walls of the rooms, the hallways, the yards—exert a formative influence that cannot be neglected. But even those who will agree with all this sometimes fail to appreciate the fact that, in such details as passing books and writing materials, passing

to and from the blackboard, getting wraps, preserving silence and good order an educative influence is being exerted that may equal in value the influence of lessons and recitations.

"This then is the factor that makes school management so different from the management of other business institutions. The very forms that school management adopts to make the lessons and recitations effective are in themselves vital factors in the educative process . . .

"The problem for which a solution is sought in the following pages is how most effectively and economically to subject a group of individuals to the educative process. Two general sources of waste are involved in the simultaneous system of education: (1) Waste may be induced by the mechanical difficulties that arise in the mere fact of numbers . . . Confusion and disorder, irregular attendance, lack of system, and unhygienic conditions in the schoolroom are all specific factors which demand consideration from this point of view." The treatment of these factors is given in Part I of the book under the general head of "Routine Factors of Classroom Management." "(2) A second general source of waste, however, inheres in the very system thus produced . . . The problems of inattention, scamped work, backward pupils, and the varying needs of the individual must be considered from this point of view. While the routine factors will soon come to take care of themselves, this second class of factors must always receive the explicit attention of the teacher." These factors are treated in Part II of the book under the general head "Judgment Factors of Classroom Management."

It is assumed that many teachers are without this text-book on pedagogy, altho it was used as one of the Reading Circle books last year, and for this reason a brief outline of some of the more important chapters will be presented here for use in local institutes and in the meetings of the County Teachers' Association. The teacher to whom a discussion is assigned as leader should have access to the book so as to become acquainted with the author's views, which may be supplemented by those of the leader. The results of such discussions are more tangible and satisfactory when based upon the definite views of an accepted authority; hence the need of having definite outlines for the consideration of committees whose duty it is to formulate a program for teachers' gatherings apart from the regular institute.

CHAPTER II.

Preventing waste by starting aright.

1. Importance of a "good start."
2. Getting acquainted with trustees and patrons before school begins.
3. How prepare for first day of school?
4. What preliminary arrangements should be made by the teacher?
5. What should constitute "first day's work?"
6. Seating of pupils in one teacher's school.
7. School intermissions.
8. What problems usually arise the first day?
9. Other views on this subject.

CHAPTER IV.

The daily program.

1. Object of and factors involved in construction of program.
2. Relative importance of school subjects.
3. The general factors of fatigue.
4. The place of general exercises.
5. Typical program: (*a*) for room of one grade; (*b*) room with two grades; (*c*) room with three grades; (*d*) for a rural school.
6. Danger of too many subjects in the curriculum.
7. How closely must we follow the program?

CHAPTER VII.

Order and discipline.

1. With what is problem of discipline primarily concerned?
2. First condition of effective discipline.
3. Factors in securing authority: (*a*) courage; (*b*) tact; (*c*) persistence; (*d*) scholarship; (*e*) justice; (*f*) good nature.
4. Other factors in securing order: (*a*) teacher's voice; (*b*) mechanized routine; (*c*) keeping pupils occupied; (*d*) substitution vs. repression.
5. Other views on the subject.

CHAPTER VII.

Penalties.

1. What does school government imply?
2. Relation of inhibition to order in the class room.
3. Spencer's doctrine of natural punishments.
4. Characteristics of an effective penalty.
5. Corporal punishment as a penalty; advantages and limitations.
6. Rules for application of corporal punishments.
7. Citations from authorities on corporal punishment.
8. Other penalties: (*a*) rebukes; (*b*) loss of privileges; (*c*) suspensions; (*d*) expulsions; (*e*) sending to the principal.
9. Other views on penalties.

CHAPTERS IX TO XII.

Problem of attention.

1. How is primary passive attention determined?
2. Proper stimuli and how to provide them.
3. Advantages and dangers of educating through play instincts and activities.
4. Relation of instinct to active attention.
5. Difficulty of applying negative incentives.
6. Define and discuss "acquired interest" and its incentives.
7. Competitive prizes intrinsically and not intrinsically valuable as incentives.
8. Exhibition of pupils' work—value and limitations of this incentive.
9. Grades, marks and promotions.
10. The psychology of ideals; relation of ideals to habits.

CHAPTER XV.

Testing results.

1. Can the test of actual results be applied to the work of the school?

2. What must the educated individual possess?
3. How test the efficiency of habit building?
4. Difficulty of establishing a true standard for testing knowledge.
5. Value of the examination as an educative process.
6. Marking examination papers.
7. Other views on this subject.

CHAPTER XIII.

The Technique of class instruction.

1. Method of instruction in its relation to classroom management.
2. Best way to secure attention of all pupils to matter in hand.
3. When is there the greatest difficulty to secure attention?
4. Difficulties of text-book instruction.
5. The assignment of the lesson and its functions.
6. Question-and-answer vs. topical recitations.
7. Rules for conduct of recitation.
8. Other views.

CONTENTS.

	Page
Introductory	
Public School Officials	5
List of Institutes, 1908-09	6
Institute Directors	7
Public High Schools—Approved by the State Board of Education	9
Manual Training and Colored Industrial Schools	10
Course of Study for Normal Schools	11
Laws and By-Laws Pertaining to Teachers	13
Teachers' Life Certificates	19
School Anniversary Programs—Washington's Birthday	21
Arbor and Bird Day	31
Maryland Day	51
Maryland State Teachers' Reading Circle	43
Rural School Programs	48
Synopses of N. E. A. Committee Reports—Committee of Seven	65
Committee of Ten	68
Committee of Twelve	73
Committee of Fifteen	78
Topic Outline for Higher Grades	83
Synopsis of Bagley's Classroom Management, with Outlines	88

STATE TEACHERS COLLEGE
LIBRARY
N/2055/00485/2329X

STATE TEACHERS COLLEGE
LIBRARY
TOWSON, MD.

TOWSON STATE UNIVERSITY
TOWSON, MARYLAND 21204
Albert S. Cook Library